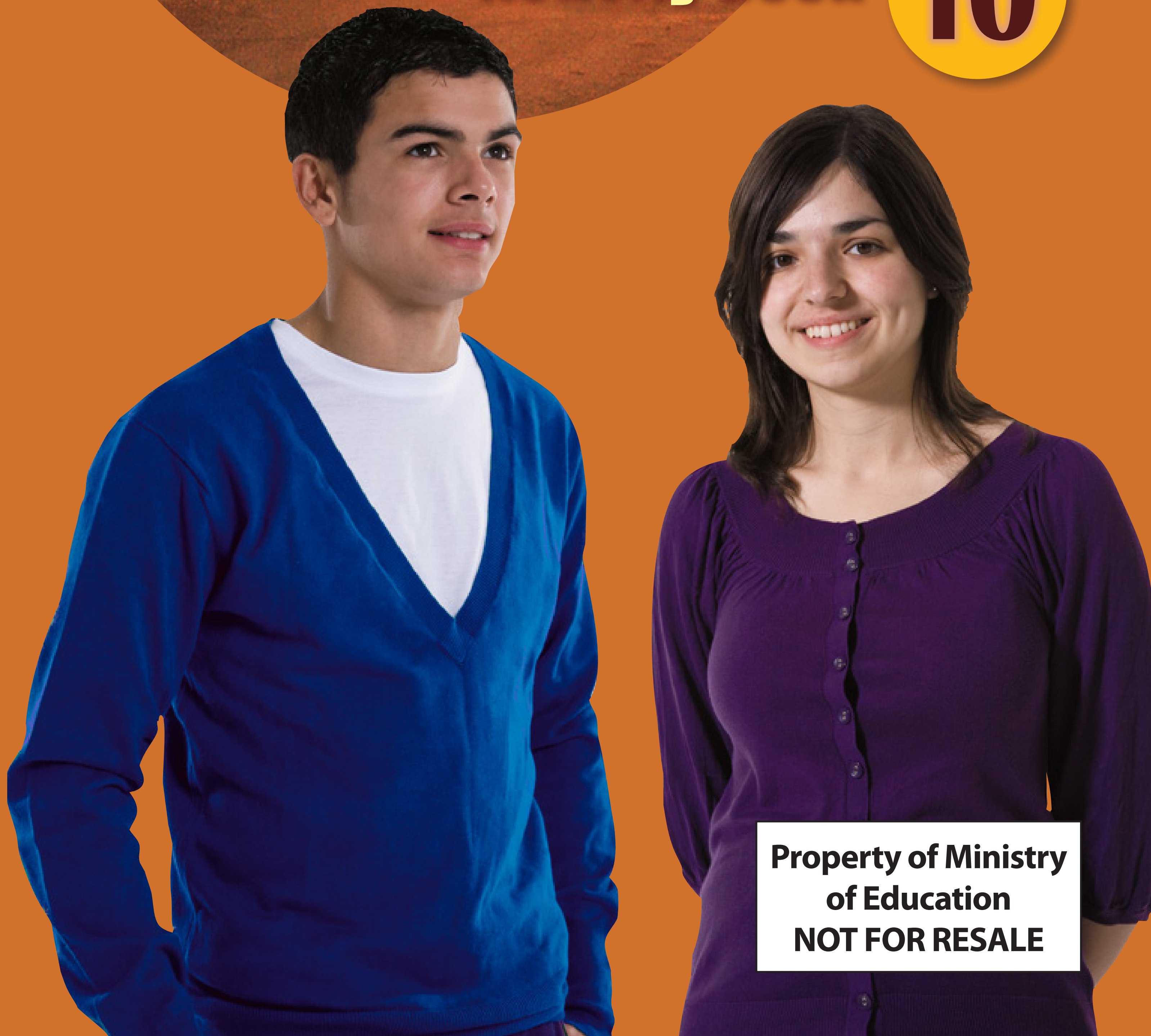
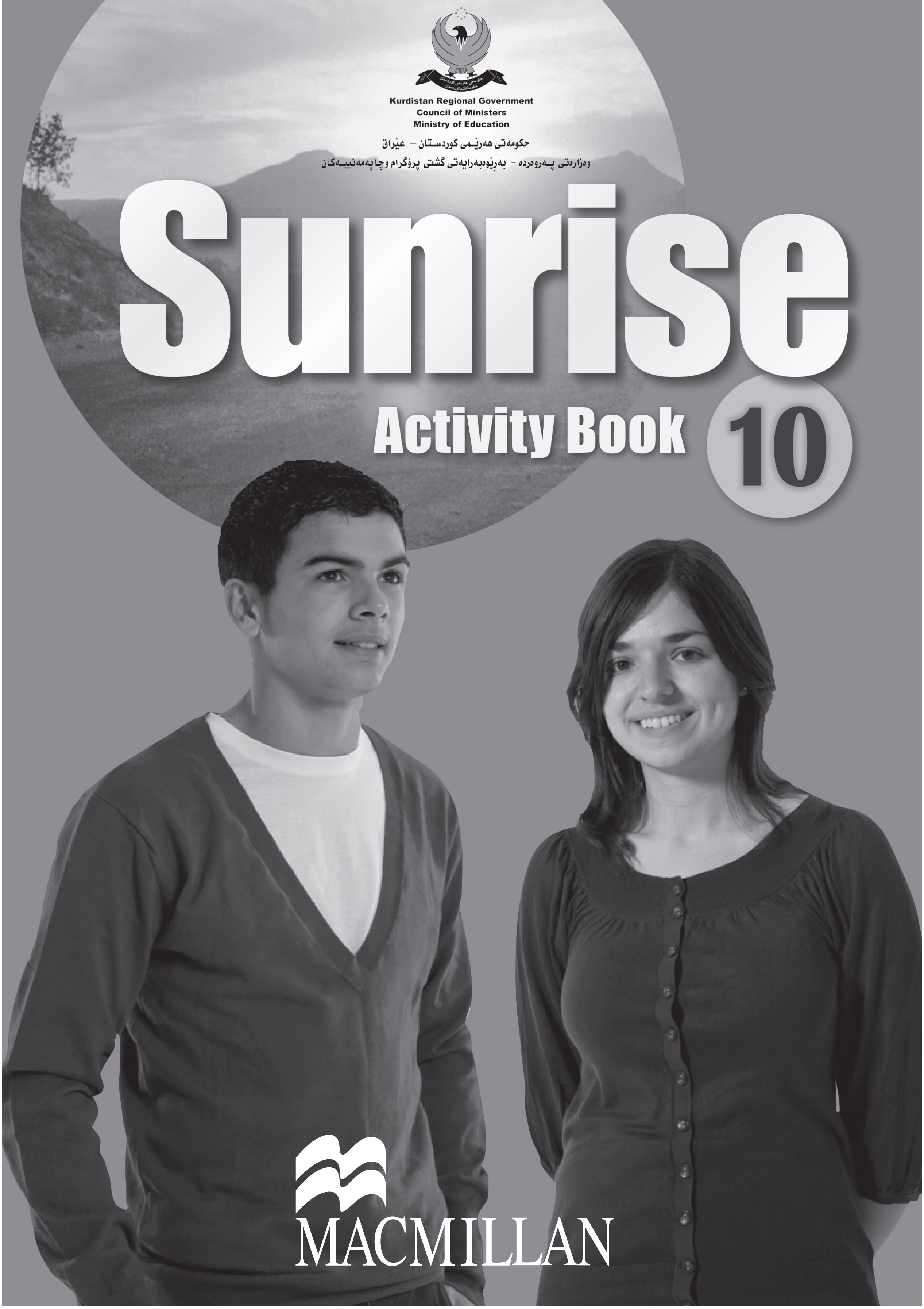
Kurdistan Regional Government
Council of Ministers
Ministry of Education

Sunrise

Activity Book 10



Property of Ministry of Education
NOT FOR RESALE



ئەم پەرتووکە موڵکی وەزارەتی (پەروەردە)ی حکومەتی هەرێمی کوردستانە، فرۆشتنی لە بازار قەدەغەیەو دژ بە یاسایە.

1

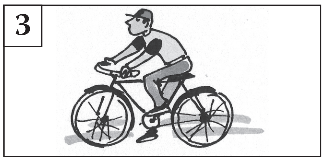
LESSONS
1&2

MAKING CONTACT
I play basketball, too.

1 VOCABULARY

Find the real words and write the sentences again.






1 They are yalping the arigut.

2 They are yalping askbatbell

3 He is diring a kebi.

4 She is kating a tooph.

____

____

2 GRAMMAR: present simple – positive and negative

Mike is from Britain. Compare a day in your life with a day in his.

1 get up



at 7.30

I get up at ______ , but Mike doesn't. He gets up at ______

2 stay at school



from 9.00 to 3.30

I stay ______________________

____

3 have lunch at school



at 1.00

____

____

4 do homework

from 4.30 to 7.30

____

____

5 go to bed

at 10.30

____

____

3 GRAMMAR: present continuous – future plans

Complete the questions and answers.

Shillan and Chinar's plan



1 Fly to London.
2 See our cousins.
3 Then tour the country.

Azad's plan



1 Go to New York.
2 Stay with my grandmother.
3 Stay in New York.

1 A *Shillan and Chinar are flying to London.*
B *And Azad? Is he flying to London, too?*
A *No, he isn't. He's* __________
2 A *And he's* __________
B *And Shillan and Chinar? Are* __________
A *No, they* __________
3 A *And then they* __________
B *And Azad?* __________
A *No, he* __________

4 GRAMMAR: present simple – future schedules

Complete the questions and answers about the travel schedules.

Shillan and Chinar's travel schedule
1 Travel: Thur, 31st March
2 Leave: 11.30 a.m.
3 Arrive: 3.00 p.m. local time

Azad's travel schedule
1 Fly: Sun, 2nd April
2 Take off: 9.45 a.m.
3 Land: 2.15 p.m. local time

1 A *What date do Shillan and Chinar travel to London?*
B *They travel on Thursday, 31st March.*
A *And Azad?*
B __________
2 A *What time does he* __________
B __________
A *And the girls?*
B __________
3 A *When do they* __________
B __________
A *And Azad?*
B __________

5 LANGUAGE FOR LIFE

Complete. Then practise.

Let's go! Go ahead.
Excuse me.

1 A __________
Could I borrow a pen, please?
B Sure. Here you are.
2 A Look at the time. We're going to be late!
B You're right.
____
3 A These cakes are really good! Could I have another one, please?
B Yes, of course.
____

1
LESSONS
3&4

MAKING CONTACT
Dad looked on the internet.

1 GRAMMAR: adverbs of frequency

Read the questionnaires and write about Haval and Bahar.

QUESTIONNAIRE	NAME:	*Haval Bakir*			
When you use your computer, how often do you do 1–5?					
	Always	Usually	Often	Sometimes	Never
1 Send emails	✓				
2 Listen to music			✓		
3 Watch films					✓
4 Look for information		✓			
5 Buy things				✓	

RE	NAME:	*Bahar Bakir*			
r computer, how often do you do 1–5?					
	Always	Usually	Often	Sometimes	Never
		✓			
			✓		
				✓	
	✓				
					✓

As you write, start with *always* and finish with *never*.

Haval Bakir

Haval Bakir always __________ *and he usually* __________ *. He*

__________ *and he* __________ *, but he never* __________ *.*

Bahar Bakir

____

____

2 VOCABULARY

A **Find opposites in the emails in your Student's Book. (One of the words has two opposites.)**

Email 2

1 wrong __________
2 last __________
3 ugly __________
4 never __________
5 autumn __________
6 lose __________

Email 3

7 go __________
8 boring __________
9 answered __________
10 early __________
11 start __________
12 after __________

B **Now use pairs of opposites from A to complete the following.**

1 In Kurdistan, the weather is warm in __________, very hot in summer and then cooler again in __________.

2 **A** Let's go! We mustn't be __________ for our flight.
B Don't worry. We're three hours __________!

3 Bahar __________ several questions in her first email, and Haval __________ them when he wrote back to her.

4 Haval wrote the __________ email, so the __________ one will be from Bahar.

3 GRAMMAR: past simple – forms

A Find the past forms in the emails. Add the pairs to the tables.

ask be leave look make move score take

	Regular		Irregular	
1	______	______	______	______
2	______	______	______	______
3	______	______	______	______
4	______	______	______	______

B Add more verbs from the emails. Check irregular forms on page 107 in your Student's Book.

come go hope look send visit wait write

5	______	______	______	______
6	______	______	______	______
7	______	______	______	______
8	______	______	______	______

4 GRAMMAR: past simple – positive and negative statements

Haval's sister Peri is talking about the family, but she is making mistakes. Write Haval's corrections. (The verbs are in 3.)

1 **Peri** Dad left Silemani ten years ago.
Haval No, he *didn't leave Silemani ten years ago. He left Silemani twenty years ago.*

2 **Peri** He moved to Canada.
Haval No, he ______________________

3 **Peri** Haval was born in New York.
Haval No, I ______________________

4 **Peri** Bahar wrote the first email.
Haval No, ______________________

5 **Peri** Bahar fell in the water.
Haval No, ______________________

6 **Peri** Haval sent our family photo with his first email.
Haval No, ______________________

5 GRAMMAR: past simple – questions

Haval is asking his dad about the past. Complete his questions.

1 **Haval** ______________ (come) straight to San Francisco when you moved to America?
Dad No, I didn't do that. I went to New York.

2 **Haval** ______________ (what / do) there?
Dad I studied to be an engineer.

3 **Haval** ______________ (where / study)
Dad I went to New York University.

4 **Haval** ______________ (how long / be) at NYU?
Dad I was there for three years.

5 **Haval** ______________ (meet) Mum there?
Dad That's right. She was a student there, too.

6 **Haval** ______________ (when / get) married?
Dad Before we moved to San Francisco.

7 **Haval** ______________ (why / move) to San Francisco?
Dad Because it's a nice city, and because we both found work here.

1 LESSONS 5&6

MAKING CONTACT
Staying in contact

1 WRITING SKILLS 1 >SB p104



Write the following as two sentences. Add spaces between the words and the correct punctuation – capital letters, full stops, commas and a hyphen.

thisisapictureofhavalperiandjwantheyarekurdishamericanandtheyliveinsanfrancisco

____

____

2 WRITING SKILLS 2

Use your notes from the listening task. Turn them into two sentences. Use the correct punctuation – capital letters, commas and full stops.

Information about Haval

The phone number for Haval is ____________ his email is ____________ and he is staying ____________

Information about Ben

____

____

3 READING AND WRITING

Use what you know about your new penfriend – Amy or Jack. Complete his/her email to you.

COMPOSE EMAIL

Send | Send Later | Save to Inbox | Link | Tools | Library

To | Subject

Dear ____________,

I'd really like to be your penfriend, so hi! My name is ____________, and I'm from ____________ in ____________. I'm ______ years old, and ______ in ____________ at ____________.

I'd like to tell you a bit about my family. I've got an older ____________. ______ name is ____________, and ______ is ______ years old. I have two younger ____________, too. They are ____________ and ____________, and they are ______ and ______.

I'm interested in ____________ and also ____________ ____________. At the moment, I'm ____________ ____________, too. It's ____________!

Now it's your turn. Please can you tell me something about you? And can you tell me a bit about ____________ family? How many brothers and sisters ____________ have? And what about your interests? What are ______ interested in? ____________ doing anything new at the moment like me?

Please write back soon.

Best wishes,

____

4 UNIT TASK

Reply to your new penfriend's email. In the last paragraph, ask two new questions. Use the present simple or the present continuous.

COMPOSE EMAIL

Send | Send Later | Save to Inbox | Link | Tools | Library

To: Subject:

Dear ____________, < his / her name

I'd really like to be your penfriend, too. ____________ < basic information about yourself

____

____

____

____

Thanks for telling me about your family. Now I'd like to tell you about mine. < information about your family

____

____

____

____

____

You also asked about my interests. Well, ____________ < information about your interests

____

____

____

____

Now I've got one or two new questions to ask you. I hope you don't mind! First, < your new questions

____

____

____

____

____

Best ____________, < friendly finish

____________ < your name

PS I'm attaching a picture of ____________ < a note about what is happening

____

[ ] < your picture

Language Focus

1 UNIT LANGUAGE REVIEW

Complete the conversation. Put the words in brackets in the correct forms.



Phil Hi, Tim. Some of us (1) ____________ (go) to the park after school. What about coming with us?

Tim Thanks, but I can't.

Phil Why not? (2) ____________ (you do) something more interesting?

Tim I've got football training.

Phil Not again!

Tim Well, it's Thursday today, and I always (3) ______ (go) training on Thursdays.

Phil Yes, but you (4) ______ (go) training yesterday, and you (5) ______ (be) at the football club the day before yesterday, too! What's wrong with you?

Tim I'm sorry.

Phil You (6) ____________ (not use to) be like this. You (7) ____________ (used to) come out with us and have fun all the time. What happened? Why (8) ____________ (you change)?

Tim Well, (9) ____________ (you know) about our team's big tour?

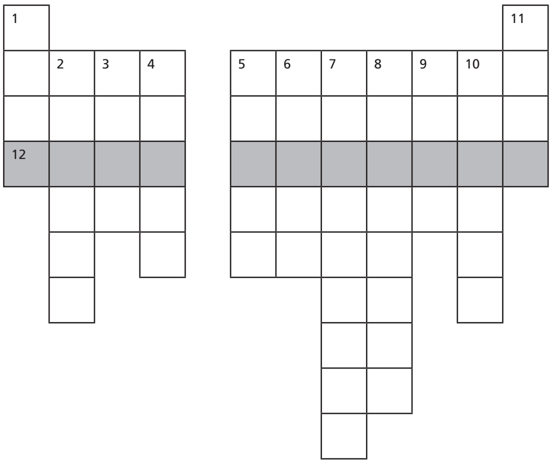
Phil No, what about it?

Tim Our tour of the country (10) ____________ (start) on the 1st of next month, and I'm (11) ____________ (train) hard to make sure I'm in the team. I really (12) ____________ (not want) to miss the tour!

2 UNIT VOCABULARY REVIEW

Complete the puzzle with 11 of these new words. Find and write two more words – number 12.

ahead attach born cousin difference
during engineer gate grade interest
like local meet nationality nearly
oil parent penfriend picnic plan reply
score suggest team vacation



1 There are 11 people in a football … .
2 Let's get ready now. It's … time for us to go.
3 She looks … her sister. They've got the same smile.
4 It's 5.00 here and it's 8.00 in Erbil, so Erbil is three hours … .
5 We arrive in New York at 11.30 … time.
6 Bill's jumping with the ball. He's going to …!
7 I'm going to write to my new … in Canada.
8 I love painting, and my other big … is the guitar.
9 We need to decide what to do. We must make a … .
10 It's a nice day, so let's get some food and go out for a … .
11 Everyone is going to come back here and … again at 1.00.
12 ________________________________

3 TO HELP YOU STUDY

A Use phonetics to check sounds. Put the words with the same sounds in the correct columns.

a**g**ain /əˈgen/ a**g**e /eɪdʒ/
chan**g**e /tʃeɪndʒ/ **g**o /gəʊ/
guitar /gɪˈtɑː/ messa**g**e /ˈmesɪdʒ/
su**gg**est /səˈdʒest/ youn**g**er /ˈjʌŋgə/

certainly /ˈsɜːtnli/ **c**ontact /ˈkɒntækt/
de**c**ide /dɪˈsaɪd/ ex**c**iting /ɪkˈsaɪtɪŋ/
lo**c**al /ˈləʊkl/ pi**c**ni**c** /ˈpɪknɪk/
pla**c**e /pleɪs/ s**c**ore /skɔː/

gate /geɪt/	en**g**ineer /ˌendʒɪˈnɪə/	**c**ousin /ˈkʌzn/	differen**c**e /ˈdɪfrəns/
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________

Note: If the letter e follows g or c, it always produces the soft sounds /dʒ/ and /s/.

B Read the message and write it in ordinary letters.

Message: /ˌwel ˈdʌn/ = ________________________________!

HELP!
I was riding through the woods.

1 GRAMMAR: *I, me, mine, my, myself*

A Add the reflexive pronouns to the table.

Subject pronouns	Object pronouns	Possessive pronouns	Possessive adjectives	Reflexive pronouns
I	me	mine	my	
you	you	yours	your	
he she it	him her it	his hers its	his her its	
we	us	ours	our	
you	you	yours	your	
they	them	theirs	their	

herself himself itself
myself ourselves themselves
yourself yourselves

B Complete the following with reflexive pronouns.

1



You can't go out like that. Look at ________ in the mirror!

2



When I practise a new song, I always record ________ and listen for mistakes.

3



You should cover ________ with BUZZ OFF to make them go away.

C Report what the people in B are saying.

1 The mother is telling her son to ________

2 The girl with the guitar is saying that she always ________

3 The man is telling the boys that they should ________

D Use words from the table in A to complete the conversation.

Mrs Nawzad has finished at the supermarket, but has she left some shopping.

Mrs Nawzad Well, (1) ________ must get home quickly and cook lunch for the children. (2) ________ always hungry! See (3) ________ again soon.

Assistant Goodbye, Mrs Nawzad. … Oh, Mrs Nawzad, excuse (4) ________, but is that (5) ________ bag of shopping there?

Mrs Nawzad No, (6) ________ isn't (7) ________. But look at Mrs Price. (8) ________ got a bag like this one, so perhaps this is (9) ________, too. Mrs Price! Mrs Price!

Mrs Price Yes?

Assistant Is this bag (10) ________, Mrs Price?

Mrs Price That's right! Thanks very, very much!

2 GRAMMAR: past simple

Add the verbs to say what happened. Use the past simple.

LOCAL BOY IN RIVER ACCIDENT

Yesterday afternoon, there (1) ____________ (is) another accident on the dangerous path by the river near the Manston Road Supermarket. This time, Andy Martin, 15, of 47 Manston Road, (2) ____________ (fall) in the river a few metres from the bridge. It (3) ____________ (happen) when Andy's dog (4) ____________ (see) a *stick in the water. It (5) ____________ (jump) in to get it and (6) ____________ (pull) Andy into the water, too.

***stick** – a thin piece of wood from a tree



3 GRAMMAR: past continuous – questions and answers

Complete the questions and answers. Write about what was happening at the time of the accident. Use the past continuous.



Reporter Andy, tell me, what (1) ____________ (you do) at the time of your fall?

Andy I (2) ____________ (talk) to my friends, Fred and Liam.

Reporter And so, Fred and Liam, (3) ____________ (you walk) along the path next to Andy?

Fred Well, no, we (4) ____________ (not walk) next to Andy.

Liam We (5) ____________ (walk) behind him.

Reporter What about you, Tim? Where (6) ____________ (you go) on your bike?

Tim I (7) ____________ (ride) along the path towards Andy.

Reporter Mrs Nawzad, (8) ____________ (you shop) in the supermarket at the time of the accident?

Mrs N No, I (9) ____________ (not shop) at that moment. I (10) ____________ (come) out of the supermarket with Mrs Price.

Reporter Now, (11) ____________ (anyone cross) the bridge at the time of the accident?

Amy Well, Lucy and I (12) ____________ (not cross) the bridge.

Lucy But we (13) ____________ (stand) on the bridge at that time.

Jamie And my brother and I (14) ____________ (go) into the newspaper shop on the other side of the bridge.

4 LANGUAGE FOR LIFE

Complete. Then practise.

You certainly did! Oh, dear! What's the matter?

A I've got a nasty cut on my arm.
B ____________________________
Let me have a closer look.

A It's amazing! I won the race!
B ____________________________
Well done!

A Could we stop and have a rest, please?
B Why? ____________________________
A I feel really tired!

2 LESSONS 3&4

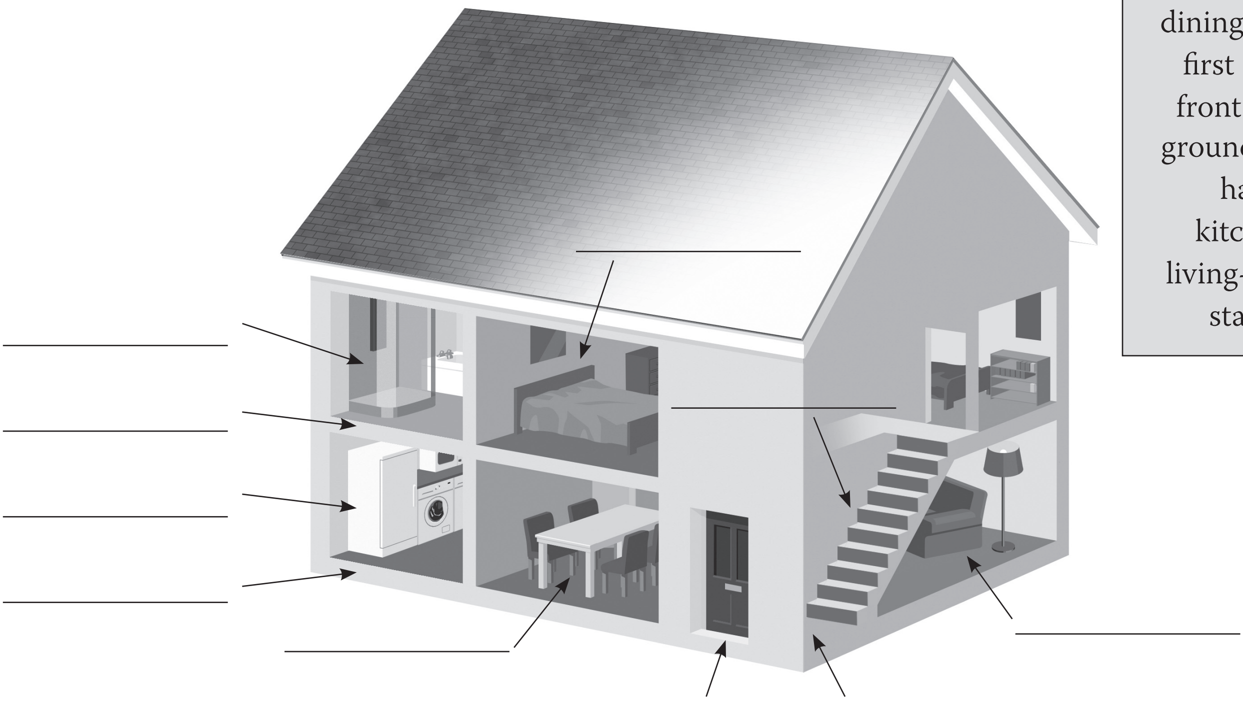
HELP!

While she was working, he came downstairs.

1 VOCABULARY

A Label different places in the house.

bathroom
bedroom
dining-room
first floor
front door
ground floor
hall
kitchen
living-room
stairs



B Now draw your own dream house or apartment in your copybook. Label it with words from 1A.

2 GRAMMAR: past continuous or past simple?

A Put the verbs in the past continuous or past simple.

Use the past continuous for continuing actions at these times.

Use the past simple for short actions at these times.

1 At 7.40: Julie *was working* in the kitchen. (work)
Toby *started* to come downstairs. (start)

2 At 7.41: Toby *fell* and *hurt* himself. (fall)(hurt)
Julie *ran* to help him. (run)

3 At 7.42: Julie ______________ Toby. (help)
The oil in the chip pan ______________ fire. (catch)

4 At 7.43: Julie ______________ water on the oil. (throw)
The oil ______________ violently. (explode)

5 At 7.48: Flames ______________ up the stairs. (rise)
Julie ______________ past the stairs with her mobile. (rush)

6 At 7.53: John ______________ the fire. (see)
He ______________ his head and ______________ inside. (cover)(go)

7 At 7.58: The firefighters below ______________ the fire. (fight)
John ______________ Toby to the firefighter. (pass)

B Describe the events at different times. Use: *While* + past continuous + past simple; or: *When* + past simple + past simple.

1 *While Julie was working in the kitchen, Toby started to come downstairs.*

2 *When Toby fell and hurt himself, Julie ran to help him.*

3 ______________________________

4 ______________________________

5 ______________________________

6 ______________________________

7 ______________________________

C Complete the labels above the pictures. Write: Short action + continuing action or: Short action + short action

Short action + ______________________________



When the fire engine ______________, the firefighters ______________work. (arrive) (start)

Short action + ______________________________



When the police car ______________, the fire fighters ______________ the fire. (come) (fight)

D Complete the statements below the pictures. Use the past simple or past continuous.

3 GRAMMAR: adjectives and adverbs

A Complete the sentences.

1 The Horne family had a ______________ escape last night. (lucky / luckily)
2 By 7.30, Toby was getting ______________. (hungry / hungrily)
3 It exploded ______________. (violent / violently)
4 The street was ______________. (empty / emptily)
5 'I felt ______________ frightened,' she said. (real / really)
6 She ______________ ran to her bedroom. (quick / quickly)

B Read the text again to check your work.

C Read sentences 1–6 and match them with a–f.

a **Adjective:** before a noun, to describe the noun
b **Adjective:** after *be* and 'sense verbs' (e.g.: *feel, look, seem, smell, sound*), to describe the subject of the verb
c **Adjective:** after verbs of change (e.g.: *get, become, grow, turn*), to describe the change
d **Adverb:** after a verb, to describe the verb
e **Adverb:** before a verb, to describe the verb
f **Adverb:** before an adjective, to make the adjective stronger

1 ______ 'By 7.30, I was getting **hungry**,' Toby later told the newspaper reporter.
2 ______ 'I made a bad mistake,' Julie said to the reporter.
3 ______ 'I felt really **frightened**,' Julie said.
4 ______ 'I felt **really** frightened, too,' Toby said.
5 ______ 'I left Toby and **quickly** ran to my bedroom,' Julie explained.
6 ______ 'As I ran back past the stairs, flames and smoke were rising **rapidly**.

2
LESSONS
5&6

HELP!
Telling a story

1 WRITING SKILLS 1 >SB p104

Write the following as two sentences. Add spaces between the words and the correct punctuation – capital letters, commas and full stops.

whilemrsnawzadwasworkinginthekitchenzaraandlawakwerein thegardenwhentheytriedtolightafiretheretheyburnedthemselves

____

____

____



2 WRITING SKILLS 2

Turn your notes from LISTEN AND DO 4 into three sentences. Use the correct punctuation.

The robbery happened at ____________ in ____________ at ____________

The car that the robbers used was ______________________________

When the car was last seen, ______________________________

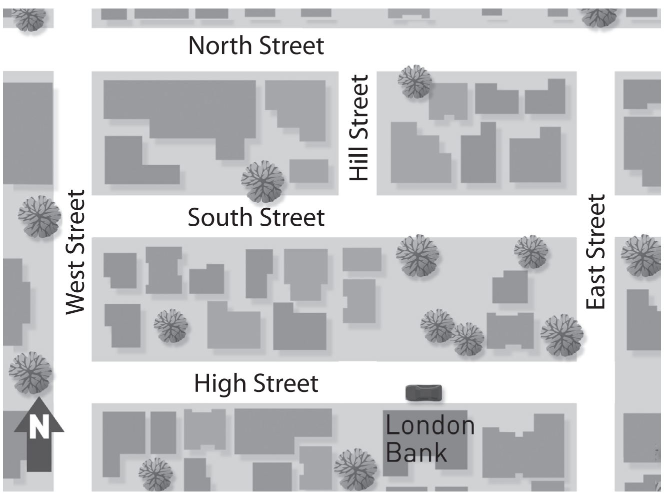
3 DRAW AND SPEAK

A Work with a partner. Take turns as a police officer and a witness at another bank robbery.

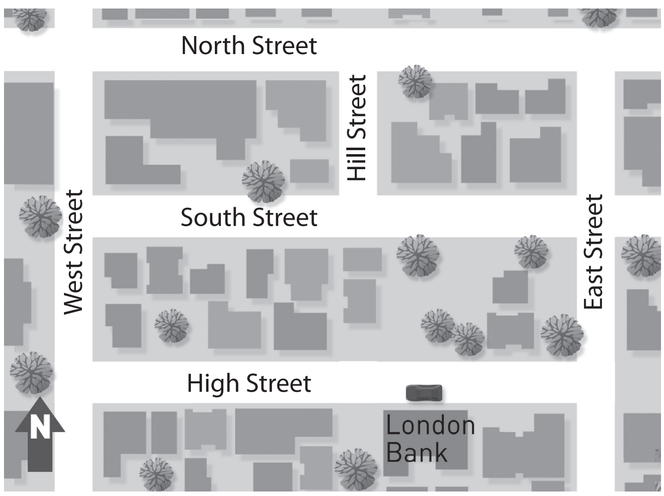
Witness: Mark your position on map 1 with an X. Decide and note the colour and registration number of the bank robber's car. Then draw the escape route of the car. (Do not show it to your partner!)

Police officer: Work out suitable questions to ask the witness.

Map 1



Map 2



B Take turns as the police officer and the witness at the robbery. Interview each other.

Witness: Tell your story.

Police officer: Listen and ask questions. Draw what your partner tells you on map 2.

C Finally, compare your maps. They should be the same!

4 READ AND WRITE

A Put sentence parts a–f into the past simple or past continuous.

a While the Wilson family ________________ (stay) in Silemani, …
b While the others ________________ (look) up at the waterfall, …
c While Adam ________________ (climb) down the cliff, …
d While his Dad ________________ (rescue) Adam, …
e When the paramedics ________________ (arrive), …
f When Adam ________________ (leave) hospital next day, …

B Form sentences from the notes under pictures 1–6. Use the past simple.



1 they (go) to visit the great waterfalls at Ahmadawa



2 Adam (climb) over the safety rail



3 he (fall) and (hurt) himself badly



4 the tour guide (call) the hospital for help



5 they (look after) Adam and (take) him to hospital



6 the doctor (say), 'I don't think you're going to do any more climbing for a few weeks!'

C Add 1–6 to a–f and form *while* and *when* sentences.

D Write the story like this.

While the Wilson family were staying in Silemani, they went to visit the

Language Focus

1 UNIT LANGUAGE REVIEW

Complete the conversation. Choose from the words in brackets.

Chinar	I tried to call you last night, but I think you were out. It was at 8.00.	
Soha	I was in, but I (1) ________ the phone. I'm sorry.	(didn't hear/wasn't hearing)
Chinar	Perhaps you (2) ________ TV at the time.	(watched/were watching)
Soha	No, I was working (3) ________ at my homework. At about 8.00, I was speaking English and recording (4) ________. I expect you called while I (5) ________ that.	(hard/hardly) (itself/myself) (did/was doing)
Chinar	Perhaps, but what were you recording (6) ________ for?	(yourself/yourselves)
Soha	I often do that to listen to myself and find my mistakes.	
Chinar	That sounds (7) ________. Does it work?	(interesting/interestingly)
Soha	Yes, it works very (8) ________.	(good/well)
Chinar	When did you start doing that?	
Soha	At my old school. One day, our teacher began recording us while we (9) ________ short conversations. When we heard (10) ________ in English for the first time, it (11) ________ a lot. We were able to hear our mistakes very (12) ________ for the first time.	(practised/were practising) (yourselves/ourselves) (help/was helping) (clear/clearly)
Chinar	Wow! Perhaps I should start doing the same.	

2 UNIT VOCABULARY REVIEW

A Find and circle 15 of these new words in the box.

ambulance careful emergency firefighter flame flower frightened hero
nasty paramedic police registration rescue save shout smell smoke towards

a	f	r	i	g	h	t	e	n	e	d	i	p	o	l	i	c	e	m	a
o	e	i	n	o	s	d	f	s	g	u	j	l	s	k	z	u	v	i	m
f	a	c	e	r	o	n	i	m	t	d	s	o	m	i	s	b	h	e	b
f	l	a	v	e	m	a	t	o	o	y	h	x	e	b	a	g	e	d	u
i	n	r	a	s	a	s	y	k	t	a	o	i	l	a	v	i	r	m	l
c	i	e	d	c	i	t	q	e	n	n	u	g	l	w	e	d	o	v	a
e	a	f	s	u	d	y	u	p	y	v	t	u	a	o	b	a	m	o	n
r	c	u	w	e	l	i	f	i	r	e	f	i	g	h	t	e	r	i	c
e	o	l	k	m	a	b	o	d	i	n	k	s	t	i	d	a	x	l	e
e	m	e	r	g	e	n	c	y	w	p	a	r	a	m	e	d	i	c	a

B Now use words from the box to complete the following. Change forms if necessary.

1 She ____________________ really loudly, but no one heard her.

2 Someone has had an accident. Could you send an ____________________, please?

3 Please carry her ____________________. I think her leg is broken.

3 TO HELP YOU STUDY

Collect vocabulary in networks. Put these words into the network.

bedroom brother chairs cupboard dining-room family
grandmother hall kitchen mother shelf sink

bathroom
____
____
____
____
living-room

places in the home

bath
____
____
____
____
table

things for the home

Home

the ____________

father ____________ ____________ sister grandfather ____________

3 EAT WELL – BE WELL

LESSONS 1&2

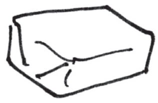
How many do we need?

1 VOCABULARY

Match a–j to 1–10. Then write the complete items.

1	_d_ bag	1	_A bag of bread rolls_
2	____ bottle	2	______________
3	____ can	3	______________
4	____ carton	4	______________
5	____ jar	5	______________
6	____ kilo	6	______________
7	____ litre	7	______________
8	____ loaf	8	______________
9	____ packet	9	______________
10	____ tub	10	______________

a butter



b olives



c orange juice



d bread rolls



e bread



f milk



g tomato paste



h cola



i ice cream



j ground meat



2 GRAMMAR: *some* and *any*

1 **Read the first conversation and add the extra items to the shopping list.**

2 **Read the second conversation and tick (✓) the items that Sam bought. Mark the others with a cross (✗).**

3 **Complete both conversations with *some* and *any*.**

Shopping list

chicken legs	*1 packet*
olives	*2 jars*
eggs	*1 carton*
yogurt	*1 tub*
______________	______________
______________	______________

Mum Sam, could you quickly go and get the things on this shopping list? Oh, and there are two more things.

Sam I'll add them to the list.

Mum Could you buy (1) __________ milk – two litres? And can you also get (2) __________ lemons? Just a small bag.

Sam OK. I'll go to the little shop along the street, so I'll soon be back.

* * * * *

Mum Hello, Sam. Did you get everything?

Sam Well, I got (3) __________ things, but they didn't have everything.

Mum Oh, dear. Well, let's check.

Sam I got (4) __________ chicken legs, but they didn't have (5) __________ olives.

Mum Did they have (6) __________ eggs?

Sam Yes, I got (7) __________ eggs for you.

Mum And what about yogurt? Did they have (8) __________ yogurt?

Sam No, I'm sorry, they didn't have (9) ________. But they had (10) __________ milk, and I also got the lemons that you wanted.

3 GRAMMAR: *much, many, a little, a few, a lot of*

Complete the conversation with *much, many, a little, a few* and *a lot of*.

Mum We'll need to go to the big supermarket for the yogurt and olives. And I've found that we need some other things, too.

Sam I'll write a new list.

Mum Thanks. Now, we haven't got (1) ____________ butter, so we need to buy some more. Let's say one packet.

Sam And maybe we've only got (2) ____________ tea. Am I right?

Mum No, no. We've got (3) ____________ tea. We won't need any more for months! But now, tomatoes: we've got (4) ____________, but not (5) ____________.

Sam And you use (6) ____________ tomatoes when you cook. You put tomatoes in nearly everything!

Mum Yes, so let's get four kilos. And thinking of vegetables, how (7) ____________ potatoes have we got? Let me have a look. Hmm, yes, we've only got (8) ____________, so let's get a large bag.

Sam And how (9) ____________ lemonade have we got? Hmm, I thought so. We've only got (10) ____________, and the children love it.

Mum So let's get three big bottles.

4 READ AND WRITE

Read the conversations in 2 and 3 again. Write the new shopping list for Sam.

Shopping list

olives	*2 jars*
____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

5 GRAMMAR: *a, some* and *the*

Sam and his mother are back from the supermarket. Complete the conversation with *a, some* and *the*.

Sam I'm thirsty now, Mum.

Mum Well, what about (1) ______ glass of cola?

Sam Yes, (2) ______ cola sounds good. And I'm hungry, too.

Mum Well, let's make (3) ______ chips together.

Sam Good idea. I want to learn about cooking, so just tell me what to do.

Mum First, get (4) ______ potatoes and (5) ______ knife. You need to wash and cut (6) ______ potatoes.

Sam And then?

Mum Get (7) ______ pan, and heat (8) ______ oil in it. When (9) ______ oil is hot, put (10) ______ chips in and cook them for ten minutes. But be careful. Don't let (11) ______ oil get too hot, or you might start (12) ______ fire!

6 LANGUAGE FOR LIFE

Complete. Then practise.

> What do I do next? Come on!
> Just tell me what to do.

1 **A** I just need a few minutes for breakfast.
B ______________________________
You'll be late for school!

2 **A** Thank you for coming early.
B I can't wait to start!
____

3 **A** I think the chips are ready now.
____
B Put the chips on a plate – and eat them!

3
LESSONS 3&4

EAT WELL – BE WELL
Types of food that you need

1 GRAMMAR: *a/an/some, the* or (–) zero article

A Complete the sentences. Write *a/the* or (–).

1 Make mine _____ pizza, please!
2 Try to change to _____ healthy diet.
3 _____ Food Pyramid includes _____ six groups of food which we eat.
4 You need _____ vitamins and _____ iron for _____ good health.

B Look at the text to check your work.

C Complete the conversation. Write *a/some/ the* or (–).

Dr Hill is visiting a school dining hall and talking with a student.

Ella But Dr Hill, do we really need all six groups of food?

Dr Hill Yes, we do, and we can get them even from simple meals – like your lunch here. Let's look at what you've got.

Ella Well, there's (1) __________ chicken leg and I've got (2) __________ salad. There's also (3) __________ piece of bread and (4) __________ butter. And what else? Just (5) __________ glass of water.

* * * * *

Now Dr Hill talks more about the things on Ella's plate.

Dr Hill Well, (6) __________ chicken leg belongs to (7) __________ fish, meat and eggs group. (8) __________ salad comes from (9) __________ vegetables group. And, of course, (10) __________ bread is from (11) __________ bread and carbohydrates group.

Ella What about (12) __________ butter?

Dr Hill That's from (13) __________ fat, oil and sugar group.

* * * * *

Now Dr Hill talks generally about food and food groups.

Ella But why do we have to have all these different types of food?

Dr Hill Because they all give us (14) __________ different things that our bodies need. For example, (15) __________ meat, (16) __________ fish and (17) __________ eggs give us (18) __________ protein, (19) __________ iron and (20) __________ Vitamin B.

2 READ AND WRITE

Complete the explanation of the Food Pyramid in writing. Read the text again if necessary.

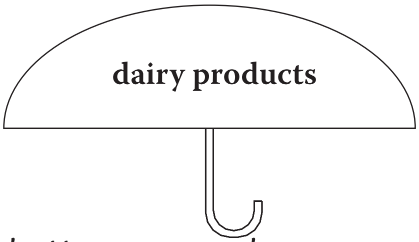
At the top of the Pyramid, there is one food group – fat, oil and sugar. We need only small amounts because we get ____________________
____________________.

In the middle of ______________, there are two ______________ – dairy products and ______________. With dairy products, we need two or three ______________ a day. These give us calcium and ______________. With meat, fish and ______________, we also need ______________. These give us ______________.

At the bottom of ____________________
____
____
____
____
____
____
____

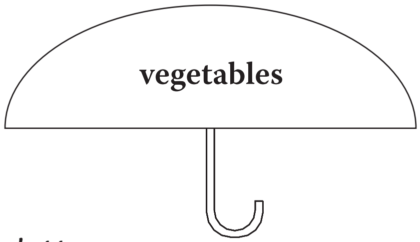
3 VOCABULARY

A Make word groups under 'umbrella' words.



butter ______ *cheese* ______

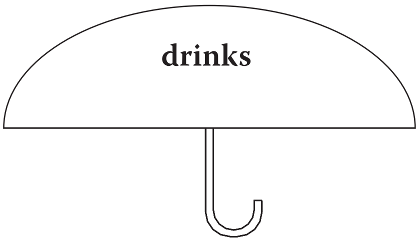
______



lettuces ______ ______

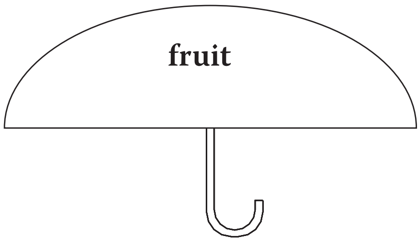
______

B Make more word groups with these 'umbrella' words. Use words from Unit 3 or other words that you know.



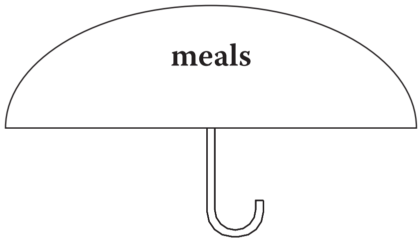
______ ______

______



______ ______

______



______ ______

______

4 GRAMMAR: relative clauses with *who, which* and *that*

Match the pairs of sentences 1–8 and a–h.
Join the pairs with *who, which* or *that* and write the full sentences.

Information from Unit 1

1 *d*	Haval is the Kurdish-American.	**a**	~~He~~ is visiting his dad near Dohuk.
2 ___	Ahmadawa is the place.	**b**	Ben and Haval took ~~it~~ to Erbil.
3 ___	Ben is the Canadian.	**c**	Bahar's family visit ~~it~~ in spring.
4 ___	BR467 is the flight.	**d**	~~He~~ is visiting his family in Silemani.

Information from Unit 2

5 ___	Tom is the boy.	**e**	~~It~~ caught fire yesterday.
6 ___	33, Green Road is the house.	**f**	The firefighter helped ~~them~~ first.
7 ___	999 is the number.	**g**	~~He~~ crashed his quad bike.
8 ___	Tim and Julie were the ones.	**h**	Julie called ~~it~~ to get help.

1 *Haval is the Kurdish American who* ______
2 ______
3 ______
4 ______
5 ______
6 ______
7 ______
8 ______

EAT WELL – BE WELL
Explaining your culture: food

1 WRITING SKILLS >SB p104

A Write the following with the correct punctuation – quotation marks, and commas.

1 I said Joe you eat unhealthily and you *are* unhealthy!
I said, 'Joe ______________________
____

2 And for lunch he went on I usually get a big bag of chips and some cola.
____
____

B Look at the text on page 30 to check your work.

C Punctuate the following in the same way.

1 She opened the window and shouted Help!
____
____

2 I felt really frightened she said later.
____
____

3 Firefighter Steve Carter said Julie and her dad were heroes.
____
____

D Look at the text on page 20 to check your work.

2 READ AND WRITE

A Close your Student's Book. Then add words from the box that rhyme with words 1–6.

bee	butterfly	eat	gold	near	tree

Verse 1: 1 hold ______________
2 sweet ______________
Verse 2: 3 see ______________
4 sky ______________
Verse 3: 5 hear ______________
6 sea ______________

B Add the six pairs of words in A to end twelve of the poem's lines.

Thanksgiving
Thank You
for all my ____________ can *hold* ____________ –
apples red,
and melons ____________,
yellow corn
both ripe and ____________,
peas and beans
so good to ____________!

Thank You
for all my ____________ can ____________ –
lovely sunlight,
field and ____________
white cloud-boats
in sea-deep ____________,
soaring bird
and ____________.

Thank You
for all my ____________ can ____________ –
birds' song echoing
far and ____________,
songs of little
stream, big ____________,
cricket, bullfrog,
duck and ____________!

Ivy O. Eastwick

C Complete the statement about the rhyme scheme.

In each verse of this poem, the fourth line rhymes with the ____________, and the ______________________.

D Decide which word correctly completes the first line of each verse. Add the words. Then check your work against the poem in your Student's Book.

ears	eyes	hands

E Write short paragraphs to show how you decided in D.

'Hands' is the correct word to complete the first verse. This is because the first verse is about holding things like apples and melons.

3 UNIT TASK

A Prepare to write about Kurdish food and a dish that you have discussed. Match topic sentences a–c to paragraph topics 1–3.

Paragraph numbers and topics:

1 _____ Paragraph 1: about the type of food that the Kurds eat.
2 _____ Paragraph 2: about the things that you need to make a Kurdish dish.
3 _____ Paragraph 3: about the way that you make the dish.

Topic sentences for paragraphs 1–3:

a Here's how to cook this traditional Kurdish dish.
b The Kurds have a very good, traditional diet.
c Let's look at some of the ingredients that you need to make …, a simple Kurdish dish.

B Note useful words and expressions from *A simple Japanese dish* in your Student's Book. Note other words and expressions that you may need.

C Write three short paragraphs. Use the topic sentences from A, and start like this.

A simple Kurdish dish

The Kurds

Let's look

Here's how

Language Focus

1 UNIT LANGUAGE REVIEW

Complete the conversation. Choose from the boxes.

a lot of	much	that	the	who	(–) zero article

Tim This is amazing, Lucy! We've got £250 already! We're making (1) ____________ money for the football club.

Lucy Yes, we certainly are! We're selling all (2) ____________ burgers (3) ____________ we can make.

Tim We were right just to make (4) ____________ burgers. They're very popular.

Lucy And I don't think we're going to have enough for all the people (5) ____________ want one. Let's quickly check. How (6) ____________ meat have we still got?

a	a few	a little	any	many	some

Tim Only (7) ____________. About (8) ____________ kilo, I think.

Lucy And what about onions? How (9) ____________ are there?

Tim We've only got (10) ____________ now. Just three or four. And we need (11) ____________ bread rolls. I can't see (12) ____________ rolls anywhere.

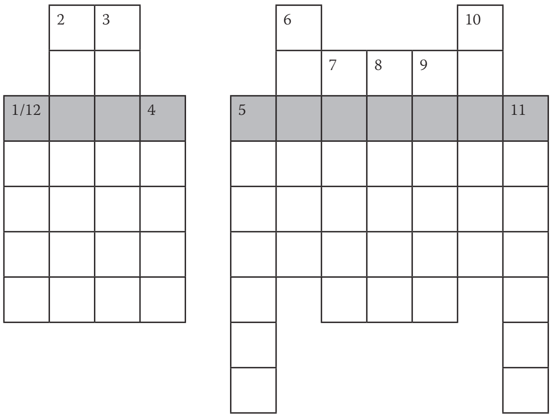
Lucy There's one more packet over here. Now, quick, let's cook. Three more people are coming our way, and they look hungry!

2 UNIT VOCABULARY REVIEW

Complete the puzzle with 11 of these new words. Find and write two more words – number 12.

amount	carton	dairy	diagram	energy	fibre	healthy	peppers
pretty	product	protein	saying	section	spices	stomach	

1 This is something that we get from bread, rice and also from vegetables.
2 a noun from the verb *produce*
3 This is something which meat, fish and eggs all give us.
4 A … is a place which produces milk and things that come from milk – butter and yogurt, for example.
5 These vegetables can be red, green or yellow.
6 'An apple a day keeps the doctor away' is an old English …
7 I like these little flowers. They look very …, and they smell lovely, too.
8 You can get orange juice in a bottle or you can get it in a …
9 The … of rice which you get in these bags is ten kilos.
10 This dish isn't very interesting. We need to add some …
11 A … is a type of picture which explains something – how an engine works, for example.
12 ______________________________



3 TO HELP YOU STUDY

A Use phonetics to check sounds. Put the words with the same sounds in the correct columns.

cl**i**nic /ˈklɪnɪk/	d**i**agram /ˈdaɪəˌgræm/	f**i**bre /ˈfaɪbə/	f**i**sh /fɪʃ/
ingredient /ɪnˈgriːdiənt/	l**i**st /lɪst/	p**i**neapple /ˈpaɪnˌæpl/	sp**i**ce /spaɪs/

d**i**sh /dɪʃ/	**i**tem /ˈaɪtəm/
____________	____________
____________	____________
____________	____________
____________	____________

change /tʃeɪndʒ/	**ch**eese /tʃiːz/	**Ch**ristmas /ˈkrɪsməs/	e**ch**o /ˈekəʊ/
lun**ch** /lʌntʃ/	mu**ch** /mʌtʃ/	s**ch**ool /skuːl/	stoma**ch** /ˈstʌmək/

chicken /ˈtʃɪkɪn/	heada**ch**e /ˈhedeɪk/
____________	____________
____________	____________
____________	____________
____________	____________

Note: The word *vitamin* is /ˈvɪtəmɪn/ in British English and /ˈvaɪtəmɪn/ in American English.

B Read the message and write it in ordinary letters.

Message: /juː ˈɑː wɒt juː ˌiːt/ = ______________________________

4

LESSONS 1&2

REVISION
See you soon!

1 VOCABULARY: opposites

A Find opposites in the emails.

1	email 1	lose contact	____________
2	email 1	dangerously	____________
3	email 2	modern	____________
4	email 2	go	____________
5	email 3	late	____________
6	email 3	last	____________

B Use pairs of opposites from 1 to complete the sentences.

1 Peter, could you ____________ over here and help me, please? And Sue, could you please ____________ and help the people over there?

2 Our flight is at 07.00, so we have to get to the airport very ____________ to catch it. If we're ____________, we'll miss it.

3 Before Jack went back to Australia, we said we mustn't ____________ with each other. So now we ____________ by email every week or two.

4 I like ____________ 'pop' music, but I also like ____________ songs that are often hundreds of years old.

5 Captain Barzani flies all over the world. At this time ____________ week, he was flying to Tokyo. Today he is resting at home in Erbil, and at this time ____________ week, he'll be in New York.

6 People who drive ____________ cause accidents. No one should take a car on the road until he or she has learned to drive ____________.

2 VOCABULARY: dates

Write these dates in full.

1	Tue, 2nd Jan	____________________
2	Wed, 11th Feb	____________________
3	Thur, 17th Aug	____________________
4	Fri, 23rd Oct	____________________
5	Sat, 31st Dec	____________________

3 GRAMMAR: prepositions

A Complete the time expressions with these prepositions.

at   during   for   in   on

1 Amy went to visit her American cousins ____________ September, and she has been there three months now.

2 She is going to come home before Christmas, and her flight is ____________ 11.30 a.m. ____________ Saturday, 18th December.

3 She has often called home ____________ the last three months. She always calls ____________ the afternoon because of the time difference.

B Add the correct prepositions to the verbs, nouns, adjectives and phrases.

about   for   from   in   like   of

Dear Haval

Thanks very much (1) __________ the picture (2) ________ you and your friends (3) ________ school. I can see you're (4) __________ the mountains, and you all seem to be having fun! Tell me (5) __________ that person who's walking a few metres ahead (6) __________ you. Is he your teacher?

Can I ask (7) __________ the mountains, too? I'm interested (8) __________ them because they look (9) __________ some (10) __________ our mountains here.



4 GRAMMAR: question forms

Write questions for the answers. Use the time charts that you copied and completed from A2 in your Student's Book.

1 Q When ______________________________

____

A They arrived there on Saturday, 1st April.

2 Q Did ______________________________

____

A No, they didn't drive to Silemani then. They drove there the next day.

3 Q Where ______________________________

____

A That day they went to Ahmadawa for a big family picnic.

4 Q What ______________________________

____

A He got ready for the trip to the mountains.

5 Q How ______________________________

____

A They are going to travel there by car.

6 Q How long ______________________________

____

A They are going to be away for four days.

7 Q Is ______________________________

____

A No, he isn't going to go to Silemani that day. He's going to go there the following day.

8 Q Why ______________________________

____

A It is a good time to visit them because his dad is going to be very busy at work.

5 LANGUAGE FOR LIFE

Complete. Then practise.

Go carefully!   I'd love to come.   Sorry, I have to run.

1 A We're having a picnic in the park on Friday. Can you join us?
B Thanks very much. ______________________

2 A Let's play another game.
B ______________________ I've got a bus to catch.

3 A Well, I must go now.
B ______________________ The roads are dangerous in this bad weather.
A Don't worry. I'll drive slowly.

4 LESSONS 3&4

REVISION
Language

1 GRAMMAR: grammar words (articles and quantifiers)

A Add *a/an, some, any, the* and (–) zero article.

Ben and his dad are in Amadi, and they are talking about the day ahead.

Ben What about going up high into (1) ________ mountains?

Dad That sounds fun, but before we go, we'll need to buy (2) ________ things for (3) ________ picnic lunch. There won't be (4) ________ restaurants up there, and we won't see (5) ________ shops either.

Ben That's fine with me. I love finding (6) ________ places that are really quiet and far away from (7) ________ other people.

B Add *much, many, a little, a few* and *a lot.*

Ben and his dad are at the market and they are buying picnic food.

Dad First, we need (1) ________ bread, please.

Man How (2) ________ would you like?

Dad What about having (3) ________ of these small, flat loaves, Ben?

Ben Yes, maybe two each.

Dad So, that'll be four of these loaves, please. And we also need (4) ________ butter. Not too (5) ________.

Man Just a small packet?

Dad Yes, and we need some tomatoes.

Man About a kilo?

Dad Can I see how (6) ________ tomatoes you get in a kilo?

Man Certainly. They're quite small, so look, you get quite (7) ________ in a kilo.

2 GRAMMAR: verb tenses

A Put the verbs in brackets into the correct forms of the present or past simple.

Ben and his dad are talking to the hotel manager before they leave for the mountains.

Dad Tell me, (1) ________ (you get) many visitors from abroad?

Manager Well, in the old days, life (2) ________ (be) difficult here, and people (3) ________ (not think of) coming to Kurdistan for a holiday. So, of course, we (4) ________ (not see) any tourists here. We still (5) ________ (not get) many visitors now, but there (6) ________ (be) more than there (7) ________ (be) a few years ago.

B Put the verbs in brackets into the correct forms of the present simple or present continuous.

Manager And what about you? How long (1) ________ (visit) Kurdistan for?

Dad Well, I (2) ________ (work) here all the time – near Dohuk. But my son Ben (3) ________ (not live) here. He (4) ________ (have) a holiday with me.

Manager Well, welcome to Kurdistan, Ben. (5) ________ (you enjoy) your visit?

Ben Very much, thanks.

C Choose the present simple (for future schedules) or present continuous (for future plans and arrangements).

Manager You should come and live here, too, like your father.

Ben I'm afraid I can't. School (1) ________________ (start) again on the 2nd of next month.

Dad And so his flight (2) ________________ (leave) back to Canada on the 30th of this month.

Manager Well, you must see everything that you can before you go. What (3) ________________ (do) today?

Ben We (4)________________ (go) into the mountains near Amadi.

3 GRAMMAR: pronouns and possessive adjectives

Add the correct words.

Manager Before (1) ___________ start (2) ___________ trip, (3) ___________ am going to get a map and show (4) ___________ the best route.

Dad But Ben and (5) ___________ have got a map.

Manager Yes, but you should borrow (6) ___________. (7) ___________ map is newer than (8) ___________, and (9) ___________ shows this new road – the road that you need to take to the mountains.

Dad Oh, I see. Thank you.

Manager Well, good luck, and enjoy (10) ___________.

Dad / Ben Thanks very much.

4 GRAMMAR: two sentences in one

A Join the pairs of sentences to write Ben's email. Use *When* + past simple + past simple or *While* + past continuous + past simple.

1 We (talk) with the hotel manager. He (show) us the best route, and he (lend) us his map.
2 We (leave) the hotel. We (get) in the car, and we (take) the road north to the mountains.
3 We (drive) there. We (go) through some villages, and we (see) several old men with sheep.
4 We (reach) the snow line. We (leave) the car, and we (climb) the mountain ahead of us.

Hi, Haval,

We're back from our trip into the mountains, so let me tell you about it. While ______________________

____

____

____

____

____

B Ben sent several photo attachments with the email. Join the pairs of sentences to write descriptions. Use *who, which* or *that*.

1 This is the hotel manager. He showed us the best route.

____

2 This is one of the villages. We drove through them.

____

3 This is an old man. He had a lot of sheep on the hills.

____

4
LESSONS
5&6

REVISION
Vocabulary and skills

1 VOCABULARY REVIEW

A Find and circle 15 of these words in the box.

bone diagram difference energy frightened
guide headache interest keep nasty nationality
officer piece portion protein quantity section
skateboard suggest tie towards unhealthy

s	n	a	t	i	o	n	a	l	i	t	y	d	r	a	e	y	f	i	d
u	n	v	o	d	s	a	r	q	o	a	n	f	e	w	h	e	r	t	i
n	o	i	s	a	t	o	w	a	r	d	s	a	p	u	e	l	i	r	f
h	i	n	a	p	o	d	i	b	a	k	e	p	i	l	a	r	g	o	f
e	s	t	d	o	n	i	f	o	d	e	g	r	e	a	d	u	h	k	e
a	t	e	d	r	o	g	a	n	n	e	i	u	c	r	a	w	t	o	r
l	i	r	s	t	s	u	p	e	m	p	t	y	e	i	c	y	e	n	e
t	r	e	l	i	n	i	d	e	n	e	r	g	y	d	h	i	n	s	n
h	a	s	t	o	r	d	a	f	a	h	i	a	j	r	e	m	e	d	c
y	a	t	o	n	e	e	f	d	i	a	g	r	a	m	p	u	d	k	e

B Now use words from the box to complete the following. Change forms if necessary.

1 When you first visit a city, a good tour ____________ is very useful.
2 A diet of chocolate and chips is very ____________.
3 What ____________ is Ben? He's Canadian.
4 Leo fell badly and broke a ____________ in his foot.
5 I feel really tired, and I've got no ____________ to do any work.
6 We can't stop. We have to ____________ moving.

C Complete the puzzle with 13 of these words. Find and write four words to complete a sentence – number 14. Change forms if necessary.

carton dish engine flower
gate grade hero
item just ladder leave
local meet parent saying
shout slowly team
type worry

1	2	3	4
14			

5	6

7	8	9	10

11	12	13

1 Eight firefighters quickly jumped out of the fire … .
2 With its beautiful colours, this is my favourite type of … in the whole garden.
3 We climbed the mountain very …, so it took a long time.
4 We need a … to reach the upstairs window.
5 Let's … at the coffee shop at 1.00. // Fine. I'll see you there.
6 After the accident Azad rescued ten children from the burning bus, so now he's a national … .
7 There are five people in a basketball … .
8 Listen. They're calling our flight now. We have to go to … Number 24.
9 Which … of CD player would you like – the Techno 1097 or 1098?
10 Little Chinar started walking when she was … ten months old.
11 There's an old … : 'An apple a day keeps the doctor away.'
12 Max never talks quietly. He always …!
13 Haval is Bahar's Kurdish-American … .
14 It's ______________________________

2 LANGUAGE REVIEW

Complete the short re-telling of Episode 1 of the Reader story. Choose from the items in brackets.

Phileas Fogg lived in (1) ____________ (a/the) big house in an expensive part of London. He was a man (2) ____________ (who/which) always liked to do the same things at (3) ____________ (a/the) same time every day. But 2nd October,1872 was different. First, a new servant, Jean Passepartout, began working for him that day. Secondly, he suddenly (4) ____________ (leaved/left) England on a journey around the world.

His usual visit to the Reform Club began normally that morning and, later, he started playing (5)____________ (the/(-)) cards with (6) ____________ (some/any) friends as usual. Then, while they (7) ____________, (played/were playing) one man told the others about a big bank robbery and the problem of finding the bank robber. It seemed that the robber was already abroad. Detectives (8) ____________ (were looking/looked) for him all over the world, but the world was too big: there was not (9) ____________ (much/many) hope of finding him.

Fogg did not agree with his friend about the size of (10) ____________ (a/the) world. He said he could travel around the world in just 80 days – and promised his friends £20,000 if he did not get back in that time.

Fogg needed to catch a train to Paris (11) ____________ (who/which) left London that evening, so he quickly went home. There was only (12) ____________ (a little/a few) time, so he asked Passepartout to get (13) ____________ (a little/a few) clothes ready. Also, this journey was going to need (14) ____________ (many/a lot of) money, so Fogg prepared £20,000.

When Fogg and Passepartout (15) ____________ (got/were getting) to the station that evening, Fogg's friends (16) ____________ (waited/were waiting) there to say goodbye. Five minutes later, they were on the train and on (17) ____________ (there/their) way around the world.

5 MOVING INTO SPACE

LESSONS 1&2

I've just had an idea!

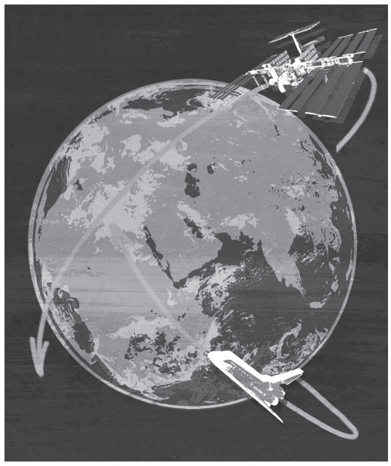
1 VOCABULARY

A Put the words in order to form the captions for the pictures.

- at satellites work Communications
- signals and TV other
- Earth kilometres above 36,000



- project The Station Space International
- in around orbit The ISS Earth
- spacecraft A to flight the ISS



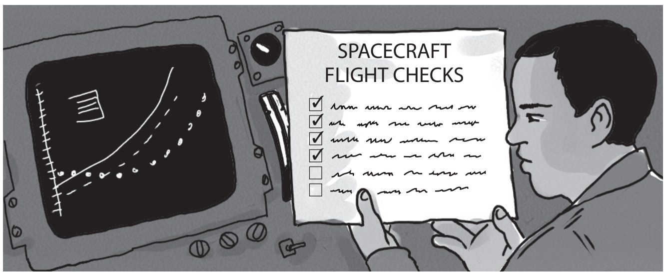
- ______________________
- ______________________
- ______________________

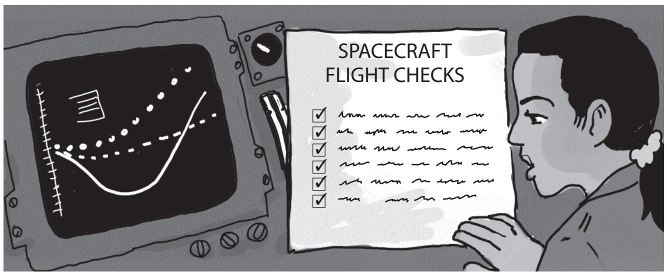
- ______________________
- ______________________
- ______________________

B Look at your Student's Book to check your work.

2 GRAMMAR: present perfect with *already, nearly, not … yet* and *so far*

Put the words in order to form questions and answers. Put the verbs in the present perfect.

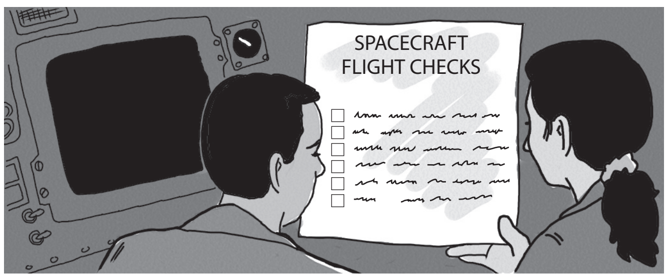




1 A so far? How much (do) Engineer 1
B (finish) nearly He his checks.
A *How much has Engineer 1 done so far?*
B *He* ______________________

2 A Engineer 2 (finish) nearly , too?
B already checks her (complete) She
A ______________________
B ______________________

3 A yet? their Engineers 3 and 4 (complete) checks
B theirs (not begin) No, yet they
A ______________________
B ______________________



3 GRAMMAR: present perfect with *just*, and with other tenses

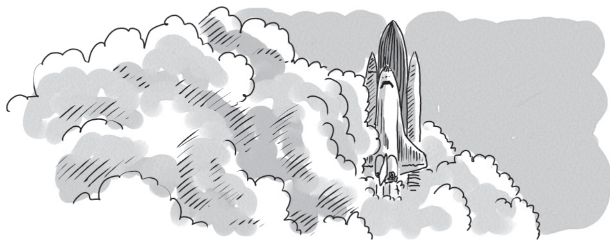
A Write reports for these times: 7.44, 7.45 and 7.50.

Report		**1**	**2**	**3**	**4**
Time	7.40	7.44	7.45	7.50	9.50
Action	the engineers: complete their final checks	Flight Control: do the final count down	the spacecraft: *lift off	the astronauts: climb into orbit	they: reach the ISS

***lift** off: Planes 'take off': spacecraft 'lift off'.

1 This is report 1. It is now 7.44. The engineers have just ______________ their final checks. Flight Control is now ______________ the final count down. The spacecraft is going to ______________ at 7.45.





2 *This is report 2. It is now* ______________

____

____

____

3 ______________

____

____

____

B Write the final report. Use the past simple and the following.

First, … Next, … Then … After that, … Finally, …

Everything happened between 7.40 and ______ *. First,* ______________

____

____

____

____

____

4 LANGUAGE FOR LIFE

Complete. Then practise.

How do you mean? Well done! Tell me your news.

A Hi! ______________
B Well, lots has happened since we last met.

A I've just finished the job. Everything is OK now.
B Great! ______________

A I feel happy – and sad, too.
B ______________
A Happy to be home, but sad our holiday has finished.

MOVING INTO SPACE
Have you ever looked up?

1 GRAMMAR: present perfect with *ever* and *never*

Write the questions and then reply – with true or 'fun' answers.

1 travel into space
Q *Have you ever travelled into space?*
A *No, I've never travelled into space.*
OR
Yes, I've (often / sometimes) travelled into space!
OR
Yes, I've travelled into space (three / several / many / lots of) times!

2 play for one of your school teams
Q ______
A ______

3 dream of scoring the winning (point /goal)
Q ______
A ______

4 appear on TV
Q ______
A ______

5 want to appear on TV
Q ______
A ______

6 meet your favourite star
Q ______
A ______

2 GRAMMAR: present perfect with *ever*, and with past simple

Dara Kamal is not a space explorer: he explores dangerous places on Earth. Write the interviewer's questions and Dara's replies.



1 be to the Sahara Desert / five years ago; ride a bike across it
Reporter *Have you ever been to the Sahara Desert?*
Dara *Yes, I went there five years ago. I*

2 see the rain forests of the Amazon / eight years ago; help make a wildlife film there
Reporter ______
Dara ______

3 visit the Himalayan mountains / last year; climb the three highest mountains there
Reporter ______
Dara ______

3 VOCABULARY

A **Form pairs of words that often go together. Match words from the box to words 1–6.**

beings communications signals spacecraft system travel

1 paragraph 1: solar ______
2 paragraph 2: human ______
3 paragraph 2: radio ______
4 paragraph 3: unmanned ______
5 paragraph 4: space ______
6 paragraph 5: satellite ______

B Find the opposites in the text.

1 paragraph 2: led ______________
2 paragraph 3: because ______________
3 paragraph 4: cheap ______________
4 paragraph 5: remember ______________
5 paragraph 6: a few ______________
6 paragraph 6: receive ______________
7 paragraph 7: teach ______________

C Use pairs of opposites from B to complete the sentences.

1 Is it true that not ____________ people can live on the ISS at one time? / That's right. There's only enough room for ____________ people.
2 The ISS project was very expensive, ____________ a large number of countries agreed to share the cost. And now we feel that the ISS belongs to the whole world ____________ the world has built it together.
3 When a ground station ____________ signals, the nearest satellite ____________ them and then passes them to the next satellite or back down to another ground station on Earth.
4 The Russians ____________ the race into space with their Sputnik, but the Americans ____________ them soon after that when they launched their own satellites.

4 GRAMMAR: present perfect with *for* and *since*

A Complete with *for* or *since*.

1 There have been human beings in space __________ about half a century.
2 It is now about 40 years __________ the first humans walked on the moon.
3 __________ over 20 years, there have been large numbers of satellites in orbit around Earth.
4 There have been teams of astronauts on the ISS __________ the year 2000.

B Read about Dara Kamal. Then answer the questions. Use *for* or *since*. With *since*, give the year.

DARA KAMAL, TRAVELLER AND EXPLORER

Dara Kamal is 29, and he lives in Erbil. He and his family moved from Sweden to Dohuk 12 years ago. Then they moved again to Erbil two years later. He still lives there today.

Dara began his life as a traveller and explorer when he finished university at the age of 21. It was then that he joined a film project in the Amazon. He loved this life of travel, and he continued with many other journeys. When he was 25, he wrote his first travel book, and now he has written four more. When he got married three years ago, he and his wife Chinar started travelling together, and they are still sharing all their journeys now.

1 How long have Dara and his family lived in Kurdistan? (for)
____
____

2 How long has he lived in Erbil? (since)
____
____

3 How long has he been a traveller and explorer? (for)
____
____

4 How long has he been a travel writer? (since)
____
____

5 How long have he and Chinar been married? (since)
____
____

6 How long have they shared all their travels? (for)
____
____

5
LESSONS
5&6

MOVING INTO SPACE
Describing what you have done.

1 WRITING SKILLS 1 >SB p104

A Write the following with the correct punctuation – quotation marks, capital letters, a full stop, a question mark and an exclamation mark.

why are we looking at other worlds when we have so many problems here they say let's use the money to change the world that we already have

____

____

____

B Look at the text on Student's Book page 48 to check your work.

C Punctuate the following in the same way.

1 the Captain said it is now complete

____

2 when did you finish the Presenter asked

____

3 a few minutes ago the Captain answered

____

4 then the Presenter asked how long has the job taken

____

5 two days the Captain replied and now we're going to have a party

____

2 WRITING SKILLS 2

Turn your notes from LISTEN AND SPEAK into a short paragraph.

Arriving on Mars

Sara has travelled ____________________ from ____________________ to ____________________, and the journey has ____________________. The name of her ____________________, and people first ____________________. Ground Station ____________________, and it has just ____________________.

3 READ AND WRITE

Complete Sara's diary page. Add information from pages 50–51 in your Student's Book to fill gaps 1–8.
Put the verbs in brackets in the correct tense – present perfect or past simple – to fill gaps a–l.

Sunday, 1st November

It's hard to believe, but at last we are here in (1) *Ground Station Number One.* We (a) ________ (leave) (2) ________ on 1st May, so we (b) ________ (be) in space for six whole months, and we (c) ________ (travel) a distance of (3) ________. We (d) ________ (arrive) yesterday (4) ________ and the Welcome Team (e) ________ (bring) us straight here to our new flat.

I (f) ________ (already make) my first new friend here, and we're neighbours. Her name is (5) ________, and she's very nice. This morning she (g) ________ (teach) me to fly, and then she (h) ________ (show) me round. So now I (i) ________ (already see) the (6) ________ where they grow food for everybody, and also the (7) ________ with its thousands of trees. Now we (j) ________ (just come) back from a game of space basketball, and that (k) ________ (be) really fun!

It's amazing how high you can jump here, but of course the rings are very high, too. Nearly ten metres high! You see, (8) ________ is a small planet, and that means gravity is much weaker here than it is back home.

I (l) ________ (have) a wonderful day, and I'll never forget it!

4 UNIT TASK

Write your diary page about your new friend, and about the places that you have visited today. Start with today's date. Use ideas from paragraph 2 of Sara's diary.

____

I've made a new friend today, and we're ________________________

____

____

____

____

____

____

____

____

____

____

____

Language Focus

1 UNIT LANGUAGE REVIEW

A Complete the first conversation with words from the box.

Words often used with the present perfect:	already ever for just never since so far yet
Words often used with the past simple:	ago last (week)

Reporter Have you and your team (1) __________ visited the forests of *Papua New Guinea before?

Dara Some of us have, but I've (2) __________ been to this part of the world before. It's my first time here.

Reporter When did you arrive in the country?

Dara We arrived on Tuesday (3) __________. It's Friday now, so that was ten days (4) __________.

Reporter And what about your journey through the forest to the mountains? Have you (5) __________ started in the last day or two?

Dara No, we've been on our way (6) __________ last Saturday.

Reporter That means you've (7) __________ been deep in the forest (8) __________ six days.

Dara That's right.

Reporter Have you reached the mountains (9) __________?

Dara No, we haven't. It's a slow journey through the forest.

Reporter How far have you travelled (10) __________?

Dara Only about 90 kilometres up to now.



***Papua New Guinea**: a country with many forests and mountains north of Australia

B Complete the second conversation. Put the verbs in brackets in the correct forms. Use the present perfect, past simple or going to.

Reporter Hello again, Dara.

Dara Hi. Nice to hear you again.

Reporter So now it's Day Number Eight, and it's nearly 12.00. When (1) __________ (you start) this morning?

Dara We (2) __________ (begin) at 7.45 – four hours ago.

Reporter How far (3) __________ (you travel) so far today?

Dara We (4) __________ (come) about eight kilometres.

Reporter And (5) __________ (you reach) the river soon?

Dara Oh, we (6) __________ (already cross) the river. We (7) __________ (cross) it about an hour ago.

Reporter Well done! So (8) __________ (you get) to the mountains yet?

Dara No, we (9) __________ (not get) there yet. But we (10) __________ (just see) them above the trees. We (11) __________ (see) them about two minutes ago.

Reporter So what (12) __________ (you do) this afternoon?

Dara Our plan is to reach the mountains – and to start climbing!

2 UNIT VOCABULARY REVIEW

A Find and circle 16 of these new words in the box.

above action amazing beyond born connect consist
exact forget instead international launch neighbour
perhaps project remember right spend universe waste

a	b	e	y	o	n	d	e	r	i	n	e	i	g	h	b	o	u	r	d
l	e	c	r	y	u	p	a	b	o	v	e	s	a	f	a	d	g	y	u
a	z	o	x	p	c	c	v	a	b	n	n	y	w	e	x	a	c	t	n
u	e	n	r	e	t	o	i	n	s	t	e	a	d	y	u	i	p	o	i
n	y	n	a	r	s	n	d	m	f	g	y	k	l	w	a	s	t	e	v
c	l	e	b	h	i	s	a	c	t	i	o	n	e	r	t	y	u	p	e
h	u	c	i	a	r	i	t	h	o	k	l	i	f	o	r	g	e	t	r
o	i	t	o	p	o	s	r	e	m	e	m	b	e	r	o	u	d	i	s
t	r	a	w	s	i	t	a	v	i	b	r	u	d	s	p	e	n	d	e
e	v	i	n	t	e	r	n	a	t	i	o	n	a	l	i	f	o	a	n

B Now use words from the box to complete the following. Change forms if necessary.

1 High ______________ us, thousands of satellites orbit Earth day and night.
2 The bridge over the river ______________ the south and north sides of the city.
3 Please could you ______________ to buy a carton of eggs on your way home? We haven't got any and I need some.
4 Welcome to Albert Street. We're your new ______________, and we live at Number 56.

3 TO HELP YOU STUDY

Collect vocabulary in sets. Use words from the set to complete the conversation.

someone everyone anyone no one something everything anything
nothing somewhere everywhere anywhere nowhere

Jack Hello, (1) ______________.
Josh Hi, Jack.
Lily Hi, Jack. Is (2) ______________ wrong? You don't look very happy.
Sam Yes, there is (3) ______________ wrong, isn't there? You look really worried.
Jack Well, yes, there is a problem. I've lost my trainers. Has (4) ______________ seen them (5) ______________ in this room? I think I left them (6) ______________ here because I've looked (7) ______________ in every other room, and there's (8) ______________ there. That just leaves this room.
Josh Well, I'm sorry, but I haven't seen them here, Jack.
Sam I haven't either.
Lily And neither have I.
Sam Sorry, Jack, but (9) ______________ here can help you.
Lily Ah, but wait! I can see (10) ______________ under that chair. Let's have a closer look.
Jack Wow! There they are! Lily, thank you!

6 WHAT WE WEAR

LESSONS 1&2

It looks too small for me.

1 VOCABULARY

A Find the real words and write the sentences again. (Use the phonetic spellings to help you.)

1  Rondik is wearing a tah, a taco, a serds, vogles and stobo.

____

____

2 Bakhtiar is wearing a pac, a T-trish, janes, koscs and renstair. 

____

____

3  Jwan is wearing a teckaj, a tarswee, a subelo, a trisk and hoses.

____

____

B Write about the clothes that you wear. Use words from the boxes.

a	some	a pair of	cool / warm	thin / thick	light / heavy

1 What do you like wearing when it's hot in the summer?
When ______________________________

____

2 What do you often wear when it's cold in the winter?

____

____

2 GRAMMAR: comparison with adjectives

A Add the correct forms. Use the adjectives in brackets.

1 Rondik's hat looks ______________ (smart) Bakhtiar's cap.
2 Bakhtiar's T-shirt looks ______________ (cheap) Jwan's blouse.
3 Jwan's shoes look ______________ (expensive) Bakhtiar's trainers.
4 Rondik's coat looks ______________ (fashionable) Jwan's jacket.

B Add the correct forms. Use the adjectives in brackets.

1 Out of Jwan, Rondik and Bakhtiar, Rondik is wearing ______________ (sensible) clothes for a cold day.
2 Bakhtiar has got ______________ (comfortable) clothes for a hot day.
3 Jwan is wearing ______________ (good) clothes for a cool day.
4 Rondik has got ______________ (bad) clothes for a hot day.

C Put the words in the correct order to write the sentences.



black grey older trousers. than My jeans are my



winter is of all My sweater these the most comfortable white clothes.

1 ______________________________

____

2 ______________________________

____

D Make two true statements about your clothes.

1 ______________________________

2 ______________________________

3 GRAMMAR: *too* and *not … enough*

Complete the dialogues with the words in brackets. Then practise them.

1 

Boy I think these jeans are *too big*. (big)

Assistant You're right. They aren't *small enough* for you. (small)
Please wait, and I'll bring some *smaller ones*.

2 

Man I think ______________________________. (short)

Assistant You're right. It ______________________________. (long)
Please wait, and I'll bring a ______________________________.

3 

Girl I think ______________________________. (heavy)

Assistant ______________________________. (light)
______________________________.

4 

Woman I think ______________________________. (thin)

Assistant ______________________________. (thick)
______________________________.

4 LANGUAGE FOR LIFE

Complete. Then practise.

Would you like to try this one?	What do you think?	How can I help you?

Assistant Good afternoon. ______________________________

Woman I'd like to look at your summer jackets, please.

Assistant ______________________________

Woman Yes, please. It looks very nice.

Assistant Have a look at yourself in the mirror. ______________________________

Woman It looks very smart. I think I'll take it!

6 LESSONS 3&4

WHAT WE WEAR

We dress as smartly as possible.

1 GRAMMAR: adjective or adverb of manner

Complete the mini-dialogues with these words. Change them to adverbs when necessary.

careful	complete	smart	traditional

1 A Shillan always likes to look ________.
B Yes, she always dresses ________ for work.

2 A Pedro says that people do things much more ________ now than they did in the past.
B That's right. They weren't very ________ in the past.

3 A Look! Yoko's wearing a ________ kimono to the wedding.
B Yes, the Japanese still do a lot of things ________.

4 A I'm sure Mark's summer is ________ different from life in winter.
B You're right. For people like him in the north, there's a ________ change between summer and winter.

2 GRAMMAR: comparative adjective or comparative adverb of manner

Put the words in brackets in the correct forms to complete the second paragraph.

There used to be real problems at North Park School. The students never looked tidy, and they were often noisy during lessons. They did not do their work properly, and they always did badly in their exams. But then Mrs Ford, the new Head Teacher, arrived. She soon started to make some big changes. Now, a year later, things are much (1) ________ (good) before. These days, the students dress (2) ________ (tidy) they used to, and they are (3) ________ (quiet) they used to be during their classes. They do their work much (4) ________ (careful) they did in the past, and so they are also now doing (5) ________ (good) in their exams. These days, everyone feels that North Park is also becoming a much (6) ________ (happy place) it was in the old days.

3 VOCABULARY

A Complete the grammatical pairs from the text.

	noun	adjective
1	difference	*different*
2	heat	
3		safe
4	danger	
5	tradition	
6	life	

B Now use grammatical pairs from A to complete the following. Use plural forms of the nouns if necessary.

1 Travel by car can be very ________ during the Canadian winter. Anyone who breaks down in a snow storm far from the nearest town, is in great ________.

2 It's going to be a ________ day. We should dress for the ________ and just wear thin clothes.

3 These shoes look similar, but they are really very ________.The big ________ is that this pair is much stronger than the other one.

4 The Japanese have a lot of great ________. For example, they have some wonderful ________ dishes that are famous all over the world.

5 You must be ________ at work. Always remember to wear your hard hat and other ________ clothing!

6 After the crash, everyone on the plane was ________ but badly hurt. Luckily, the doctors and nurses were able to save the ________ of all of them.

4 GRAMMAR: comparison with *as … as* or *not as … as*

A Use the *as … as* form, and choose the correct words in brackets – adjectives or adverbs – to complete the statements.

1 In winter it gets ________________ minus 40 degrees. (cold / coldly)

2 We use protective clothing to protect ourselves ________________ we can. (good /well)

3 Here in Japan, our traditions are ________________ ________________ they always were. (important / importantly)

4 At special events such as family weddings, we want to dress ________________ possible. (nice / nicely)

B Look at the text on page 58 in your Student's Book to check your work.

C Get information from the table to compare Sam, Joe and Dave. Use the adjectives with both the *as … as* and *not as … as* forms.

	Sam 	Joe 	Dave 	adjectives
Age 	15	15	16	old
Weight 	75 kilos	74 kilos	74 kilos	heavy
Height 	1.76 metres	1.78 metres	1.76 metres	tall
Body build 	* *	* *	* * *	strong

1 
A *Is Sam as old as Joe and Dave?*
B *Well, he's the same age as* ________________ *, but he isn't as* ________________ *as* ________________ *.*

2 
A *Is Joe* ________________
____
B ________________
____

3 
A *Is Dave* ________________
____
B ________________
____

4 
A *Is Sam* ________________
____
B ________________
____

5 GRAMMAR: comparison with adverbs

Make comparisons using what you know from the text.

1 Shillan dresses / smart / Pedro
Shillan dresses more smartly ________________
____

Pedro does not dress / smart / Shillan
Pedro does not dress as ________________
____

2 In summer, Mark dresses / comfortable / he does in winter
____
____

In winter, Mark does not dress / comfortable / he does in summer
____
____

3 Yoko feels / strong / the others about traditional culture
____
____

The others do not feel / strong / Yoko about traditional culture
____
____

4 Now, people like Pedro protect themselves / careful / they did in the past
____
____
____

In the past, people did not protect themselves / careful / they do now
____
____
____

6 LESSONS 5&6

WHAT WE WEAR
Comparing and choosing

1 WRITING SKILLS 1 >SB p104

A Write the following with the correct punctuation – capital letters, commas, apostrophes, question marks, a full stop and an exclamation mark.

1 

Presenter: shillan youve just become a nurse havent you how do you feel about your uniform

Shillan: im very proud of it

Presenter: ______________________________

____

Shillan: ______________________________

2 

Presenter: yoko why are you wearing that kimono its beautiful but its very old-fashioned isnt it

Yoko: its traditional but please dont say its old-fashioned

Presenter: ______________________________

____

Yoko: ______________________________

____

B Look at 3 and 4 on page 58 to check your work.

C Punctuate the following in the same way. But now write it as a conversation and add quotation marks.

pedro your climate is hot all year isnt it the presenter said so im sure those thick gloves and heavy safety boots are very uncomfortable do you have to wear them he asked

yes and our hard hats too pedro answered then he explained our work is dangerous you see in the old days we werent as careful as we are now – and too many people died

'Pedro, ______________________________

____

____

____

'Yes, ______________________________

____

____

____

2 WRITING SKILLS 2

Write three short paragraphs. Use information from LISTEN 1 in your Student's Book, and your notes from LISTEN 2.

The first conversation happened at the __________ shop called '__________'.
It was about a __________ that cost __________.
The second ____________________

____

____

____

____

____

3 WRITE



A Use information 1–8 from the chart on page 61 of your Student's Book to complete the missing parts of the discussion.

B Take turns to read out the discussion, a sentence each.

Heroes

First, there are some positive things to say about these trainers. Of the three types, they look the (1) __________, and our teenagers agree that they are much (2) __________ __________ than Champs or Lasers.

However, there are also several negative things to say about them. For one thing, they are the (3) __________ __________ of them all. Again, they are not (4) __________ __________ __________ Champs. They are (5) __________ __________ both Champs and Lasers, too. They also perform (6) __________ __________ __________ the others in sports such as basketball and volleyball. Finally, they are much (7) __________ __________ __________ Champs and Lasers.

Overall, the results of our survey show that Heroes are (8) __________ __________ __________ value for money of these three new types of trainers.

4 UNIT TASK



Write the second part of the discussion – about Lasers. Use information 1–8 from the chart on page 61 of your Student's Book. Also use language from the discussion of Heroes in D. Start like this.

Lasers

First of all, there are some negative things to say about these trainers. (Points 1–2, 4)

____

____

However, there are several positive things to say about them. (Points 3, 5–7)

____

____

Overall, the results of ____________________ (Point 8)

____

____

Language Focus

1 UNIT LANGUAGE REVIEW

Complete the conversation. Use the underlined words as adjectives or adverbs. Use the chart on page 61 in your Student's Book to help decide your answers.



Woman Excuse me. We're doing a survey of trainers for *What to Buy* magazine. Can I ask you a few questions?

Teenager Sure.

Woman Well, we're looking at Heroes, Champs and Lasers.

Teenager Fine. I know them all.

Woman So, first, let's compare Champs with the others. How <u>good</u> do you think they look?

Teenager Well, they look (1) __________ __________ Lasers, but they don't look (2) __________ __________ __________ Heroes. Heroes look (3) __________ __________ out of the three.

Woman And how <u>fashionable</u> do you feel Champs are?

Teenager They're (4) __________ __________ __________ Lasers, but they're (5) __________ __________ __________ Heroes. Everyone says the same thing. Heroes are (6) __________ __________ __________ trainers that you can buy!

Woman And I see that you're wearing a pair of Heroes now.

Teenager Yes, I like fashion, and Champs really aren't fashionable (7) __________ for me. They're just (8) __________ ordinary. They (9) __________ exciting <u>enough</u>!

Woman But how <u>good</u> are these shoes? A lot of people say that Heroes perform (10) __________ __________ __________ Champs or Lasers.

Teenager Yes, but I still think they're <u>good</u>. I like them much (11) __________ the others.

Woman OK, well, now let's talk about how much these different types of shoes weigh. How <u>light</u> or <u>heavy</u> are they?

Teenager I'd say that Lasers are (12) __________ __________ of the three, and Heroes are certainly (13) __________ __________.

Woman But you still prefer Heroes to the others!

Teenager That's right.

Woman What about the price? Champs are <u>cheap</u>, aren't they? At $89, they're (14) __________ __________ of all these shoes, aren't they?

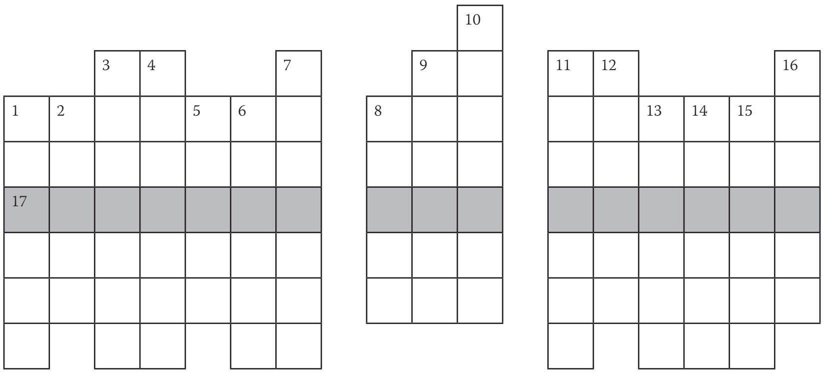
Teenager Yes, and it's true that Heroes are expensive. They're $129, so they cost (15) __________ __________. But they're still my favourites!

2 UNIT VOCABULARY REVIEW

Complete the puzzle with 16 of these new words. Find and write three more words – number 17.

become blouse boots budget change climate clothing gloves however minus per cent proudly respect result safety shade smart such as survey

1 Emma wants to … a doctor.
2 A good pair of … helps score goals.
3 The … in the north of Canada is hard, with long, cold winters.
4 Shillan dresses smartly to get her patients' … .
5 Jeans aren't as … as trousers.
6 Let's do a … and find out what people think.
7 Chinar was very tired. …, there was no time for her to sleep.
8 Have you got this jacket in a darker … of blue?
9 Here's $20. / Thanks, and here's your … – $1.
10 Shillan wears her uniform… .
11 There's up to 30 … … off everything in the sale.
12 Dara likes games … … football.
13 It's cold outside. Take your coat and … .
14 Jill was wearing a pretty pink … under her grey jacket.
15 What was the …? Our team won 2–1.
16 We wear hard hats for … .
17 ______________________



3 TO HELP YOU STUDY

A Collect vocabulary in grammatical word families. Complete with words from the boxes.

lucky truth length dangerous height fashionable

	noun	adjective
1	danger	
2	fashion	
3		high
4		long
5	luck	
6		true

leader describe flight compete meaning communications

	verb	noun
1	communicate	
2		competition
3		description
4	fly	
5	lead	
6	mean	

B Complete the following with grammatical pairs of words from A.

1 Last year, the ______________ was for dark colours, but this year lighter shades are ______________. Everyone's wearing them!
2 What does this word ______________? / Read carefully and think, and you'll be able to work out the ______________ without my help.
3 With modern ______________ around the world, we can ______________ with almost anyone almost anywhere in the world at almost any time.
4 Is it ______________ that you make your own clothes? / Well, the ______________ is that I make some of my own clothes – but not all.

7 REVISION
LESSONS 1&2

I've lost my wallet!

1 VOCABULARY

A Find words in the text on pages 66 and 67 in your Student's Book which form pairs with these words.

1 ice ______________
2 police ______________

B Form more pairs of words from Units 5 and 6. Match words from the box to words 1–6.

coat system clothing being communications cent

1 human ______________
2 per ______________
3 protective ______________
4 satellite ______________
5 solar ______________
6 winter ______________

C Complete the grammatical pairs from the text on pages 66 and 67 in your Student's Book.

	verb	noun
Conversation 1	change	
Conversation 5		description

D Complete more grammatical pairs from Units 5 and 6. Match words from the box to words in the table.

safety complete alive protective different communications life sale

	verb	noun
1	live	
2	communicate	
3	sell	
	verb	**adjective**
4	live	
5		complete
6	protect	
	noun	**adjective**
7		alive
8	difference	
9		safe

E Now use pairs from A–D to complete the following. Change the forms of the words when necessary.

1 There are eight planets in our ______________ ______________.
2 These days, ______________ ______________ bring us news from all over the world all the time.
3 Your ______________ of the man is not very clear. For example, you haven't ______________ his face or the colour of his hair.
4 Life now is very ______________ from life 50 years ago. One big ______________ is the number of cars on the roads.
5 It's getting very cold now, so I need to buy a new ______________ ______________.
6 Lots of shops are having ______________ at the moment, and they're ______________ all sorts of things very cheaply.

2 GRAMMAR: present perfect or past simple

Put the verbs in brackets into the present perfect or past simple.

1 A ______________ (you do) your project yet?
B Yes, I ______________ (finish) it last night.
2 A Where ______________ (Amy go) on Friday? She ______________ (be not) at home.
B She ______________ (go) to visit her grandparents.
3 A How many letters ______________ (Mark send) so far?
B He ______________ (already send) all of them.
4 A ______________ (ever be) to Amman?
B No, I ______________ (never have) the chance to visit Jordan.
5 A How long ______________ (they know) each other?
B For a long time. They ______________ (become) best friends years ago!

3 GRAMMAR: present perfect with present perfect markers

Change the sentences. Use the present perfect with the verbs and markers in brackets.

1 I moved to this school in September last year. (be at / since)
I have been at this school since September last year.

2 We moved to this town in 2007. (live in / since)
____

3 My aunt and uncle bought their car three years ago. (have / for)
____

4 I got to the end of the book a few minutes ago. (just / finish)
____

5 This is Jack's first visit to Silemani. (never / visit / before)
____

4 GRAMMAR: comparison of adjectives and adverbs

Complete the conversation. Put the words in brackets in comparative and superlative forms.

Student Is Mars (1) ________ ________ ________ (big) Earth?
Teacher No, it's much (2) ________ ________ (small) our planet. And because of that, gravity on Mars is much (3) ________ ________ ________ (strong) it is here on planet Earth.
Teacher It certainly does.
Student Do you think people will live there one day in the future?
Teacher Who knows? It's certainly (4) ________ ________ ________ (possible) life on the other planets.
Student Have people travelled to Mars yet?
Teacher No, that's much (5) ________ ________ (far) we've sent anyone into space so far.
Student So what's (6) ________ ________ (great) distance that people have ever travelled?
Teacher (7) ________ ________ (far) is to the moon. But next will be Mars.
Student Can we get there (8) ________ ________ ________ (easy) we can get to the other planets?
Teacher Well, it's one of (9) ________ ________ (near) planets to Earth. But Venus sometimes comes (10) ________ ________ (close) Mars.
Student So why do we want to go to Mars?
Teacher Well, Venus is much too hot for us. And (11) ________ ________ ________ (wonderful) thing about Mars is its ice. That means there is water, so humans can live there.

5 GRAMMAR: *too* and *(not) … enough*

Use the words and *too* … or (*not*) … *enough* to write statements.



1 river / wide / boat
The river is wide enough for the boat.

2 river / wide / ship
____

3 ship / large / river
____

4 river / narrow / ship
____

5 boat / small / river
____

REVISION
Vocabulary and skills

1 VOCABULARY REVIEW

A Find and circle 18 of these new words in the box.

amazing astronaut budget culture daughter
documentary everywhere human negative
nothing planet price project protective
satellite star survive sweater tradition value

a	d	o	c	u	m	e	n	t	a	r	y	o	n	p	l	a	n	e	t	y
r	e	b	i	t	o	n	l	u	b	o	d	v	y	a	t	a	p	l	r	e
s	n	a	c	u	l	t	u	r	e	g	i	a	m	t	i	s	p	a	e	v
a	b	r	o	d	e	r	e	s	s	r	b	l	a	r	e	t	i	m	m	e
t	o	n	n	e	g	a	t	i	v	e	r	l	b	a	d	r	i	a	p	r
e	r	i	n	j	a	n	r	i	l	q	u	e	s	d	i	o	p	z	b	y
l	i	p	o	s	w	e	a	t	e	r	s	t	s	i	g	n	h	i	r	w
l	o	r	g	o	e	m	l	a	z	u	v	b	y	t	p	a	b	n	o	h
i	v	i	d	p	r	o	j	e	c	t	r	a	d	i	n	u	i	g	r	e
t	e	c	t	o	m	n	e	b	r	u	i	l	b	o	s	t	e	e	i	r
e	g	e	r	i	b	u	d	g	e	t	s	t	u	n	e	a	q	u	k	e
h	u	m	a	n	y	e	l	d	i	r	p	a	d	a	u	g	h	t	e	r
a	r	i	m	d	o	r	v	a	l	u	e	a	r	d	e	e	m	p	r	a
s	u	r	v	i	v	e	w	m	a	x	e	n	o	t	h	i	n	g	b	d

B Now use words from the box to complete the following. Change forms if necessary.

1 We're having a sale, and there's ten per cent off the … of these shirts.
2 It's cold today, so you should wear a … .
3 Only twelve … have ever walked on the moon.
4 Without water, animals cannot … for very long.
5 I'm doing a school … on the history of Kurdistan.
6 We have a … of $250, so we can't spend more than that.
7 Mr and Mrs Rashid have a son and two little … .
8 I've looked … for Haval, but I can't find him anywhere.
9 Did you see that TV … about African wildlife? It was very good.
10 Two American … finally landed on the moon in 1969.

2 LANGUAGE REVIEW

Complete Passepartout's thoughts after he arrived in Japan. Choose from the items in brackets.

After leaving the *Carnatic* in Yokohama:

'Well, I (1) ______________ (have reached / reached) Yokohama today, but I have lots of problems. I don't know what (2) ______________ (happened / has happened) to Mr Fogg and Aouda (3) ______________ (since / for) I (4) ______________ (have left / left) them in Hong Kong eight days ago. And now I don't have any more clothes to wear. And there's something even (5)______________ (worse than / better than) that: I (6) ______________ (arrived / have arrived) here without any money. That means I'm (7) ______________(the poorest / the richest) man in Japan, and I can't even buy anything to eat tonight!'

Early the next morning:

'This morning, I feel terrible! I (8) ______________ (haven't eaten / didn't eat) anything (9) __________ (yet / since) yesterday morning on the *Carnatic*. I (10) ______________ (didn't feel / haven't felt) (11) ______________ (as hungry as / as hungrily as) this (12) ______________ (for / since) many years. I'm going to go out and try (13) ______________ (as hard as / as hardly as) I can to find some work and get some money.'

At the end of the morning:

'Well, I (14) ______________ (have just found / just have found) a job, but I (15) ______________ (have yet not started / have not started yet), so the master of the circus (16) ______________ (has not given /did not give) me any money or anything to eat yet – and I'm so hungry!'

During the circus show in the afternoon:

'I'm (17) ______________ (younger than / not as young as) I used to be, so I just hope that I'm still (18) ______________ (too strong / strong enough) to hold up all these acrobats. But there are so many of them and more keep climbing up. I can only hope that they won't be (19) ______________ (heavy enough / too heavy) for me. But … who are those people at the back of the theatre. They look like Mr Fogg and Aouda … But how is that possible? How (20) ______________ (have they already reached / have they reached already) Japan? I must call them! … Mr Fogg! Aou… Oh, no! … All the other acrobats are falling!'

A moment later:



IF…
If you do the housework, I'll …

1 VOCABULARY

A Write out Sam's and Millie's statements. Use the correct items from the box.

clean the windows do the vacuuming do the washing up make dinner make my bed sweep the floor take out the rubbish tidy up my room wash the car



I often have to *, and I also always have to*  *and* *. But I don't have to*  *or* *.*

Sam

I often have to do the washing up, and I ______________________

____

____



I often have to *, too, and I also sometimes have to*  *and* *. But I don't have to*  *or* *.*

Millie

I often ______________________

____

____

B Now write about yourself in the same way.

____

____

____

____

2 GRAMMAR: open conditionals with *if* and *when*

A Put the sentence parts in order and write out Sophie's and Ed's statements.

1 the family. / very tired, / for / If Mum / I make / is / dinner
Sophie: ______________________

2 when / Dad / the car. / I usually help / he washes
Ed: ______________________

B Look at the grammar box on page 72 in your Student's Book to check your work.

C Write out Will's statements in the same way.

1 we can. / Mum and Dad / we do / are very busy, / When / as much as
Will: ______________________________
____

2 Mum / my bed. / If / with me / to make / gets angry / I forget
Will: ______________________________
____

3 GRAMMAR: first conditionals with *if* and *when*

A Put the verbs in the correct forms – present simple or *will* for the future.

1 If we ____________ the cooking, she ____________ free to relax. (do, be)
2 If you ____________ the housework, I ____________ dinner. (do, make)
3 If I ____________ now, it ____________ ready. (not start, not be)
4 It ____________ if you ____________ the dishes. (help, wash)
5 When she ____________ home, she ____________ cooking. (get, start)

B Look at the grammar box and conversation on page 73 in your Student's Book to check your work.

C Complete the statements about things that will happen tomorrow. Choose from the ideas in the box – or use your own.

When I	get up, finish breakfast, leave home, get home,	I will …	brush my teeth. come / go to school. go out. / go to … have a wash. have breakfast / lunch. help do / make … make my bed. tidy up my room.

1 *When I get up, I will* ______________________________
2 *When* ______________________________
3 ______________________________
4 ______________________________

D Complete the statements about things that may perhaps happen next holiday. Choose from the ideas in the box – or use your own.

If I	get a chance, have enough time, the weather is good, it is too cold /hot,	I will …	call / go and see / meet … do some school work. go to / visit … help (my parents) do / make … listen to / read / watch / write … work at / for / with …

1 *If I get a chance, I will* ______________________________
2 *If* ______________________________
3 ______________________________
4 ______________________________

8 LESSONS 3&4

IF…
What would you do?

1 GRAMMAR: second conditionals 1

A Give your answers to these questions about the quiz on page 74 in your Student's Book.

1 Q If you were in situation 1, would you do a), b) or c)?
A *If I* ______________________________

Q What would you certainly not do of you were in this situation?
A *If I* ______________________________ *, I would certainly not*
____

2 Q If you were in situation 2, would you do a), b) or c)?
A ______________________________

Q What would you certainly not do of you were in this situation?
A ______________________________
____

B Look at the pictures and use Harry's words to write his dream. Use the second conditional.



1 *If I had a million dollars, I would buy a big boat.*
2 ______________________________
3 ______________________________
4 ______________________________
5 ______________________________
6 ______________________________
____
____

2 VOCABULARY

A Match the nouns in the box to verbs 1–5 to form verb-noun pairs from the texts on pages 74–5 in your Student's Book.

1 get ____________
2 have ____________
3 make ____________
4 spend ____________
5 win ____________

a competition	a day	a job	a journey	a test

B Make more verb-noun pairs from the conversation on page 73 in your Student's Book. Tick (✓) the correct boxes.

	a banner	a cake	the cleaning	dinner	the cooking	the housework
do						
make						

C Complete the conversation with verb-noun pairs from A and B. Change the forms if necessary. Then practise.

Guest Well, that was a lovely meal, Anne. Thank you!
Anne Oh, don't thank me. It was Jack who (1) *made* ________ this evening. He usually (2)________ ________ ________.
Guest Well, thank you, Jack!
Jack You're very welcome.
Guest What about other things, Jack? Do you (3) ________ all ________ ________?
Jack No, no, it's Anne who likes to keep everything clean and tidy.
Anne So I always (4) ________ ________ ________ and vacuuming.
Guest But, Anne, you've just (5) ________ ________ very busy new ________, haven't you? So you don't have much free time, do you?
Anne That's right. I can't do much during the week. So, instead, I (6) ________ ________ ________ on housework at the weekend. I usually do that on Saturday.

3 GRAMMAR: second conditionals 2

Write three ways that you might / could / would probably spend the money. Use answers from the box – or your own ideas.

What would you do if you won a million dollars?

I'm not sure.	*I might …* *I could …* *I'd probably …*	*I might also …* *I could also …* *I'd probably also …*

Your answer:
I'm not sure. If I ____________
____
____
____
____
____

use	a bit some of it to a lot	help other people. buy my parents a new house. travel round the world.

8 LESSONS 5&6

IF...
Making a suggestion

1 WRITING SKILLS

A Write the rest of the story that started on page 73 in your Student's Book. Add capital letters and the correct punctuation.



hi mum ed said when she came through the front door then he and the others all said happy birthday together

what a lovely surprise mum replied she was really pleased

lets go through to the dining room and sit down to eat will said

does that mean you've made dinner too mum asked

well its sophie whos done the cooking ed explained and shes also made you a birthday cake

wow said mum this is wonderful

but the boys have been busy too sophie said they've done all the cleaning and vacuuming so you don't have to think about doing housework this evening you can just relax and enjoy yourself

thank you very very very much everyone mum said

B Practise reading the story aloud.

2 WRITING

Complete the presenter's script for the end of SPEAK YOUR MIND.



A Complete the first paragraph. Use the verbs in brackets.

This evening, we've talked a lot about this question: 'If we ____________ (have) some government money for a special project, what ____________ we ____________ (spend) it on?' And our studio audience here have produced some great ideas. Now we would like comments about these ideas from you at home. So here are the ideas again.

B Complete the other paragraphs. Use your answers from page 76 in your Student's Book to write the suggestions.

The first suggestion is this. If we built

Now we come to the second suggestion.

Finally, here's our third suggestion.

3 UNIT TASK

Write a report to your Head Teacher.

Use your notes from your discussion to write the report. Make sure that you use some conditionals. Start like this.

A special project for ____________ School

We have discussed several ideas for projects that would be very useful to the school. Our favourite suggestion is for

If

Language Focus

1 UNIT LANGUAGE REVIEW

Complete the conversations. Put the verbs in the correct conditional forms.

1 **Sophie** Where (1) ______________ (you go) when you (2) ______________ (do) some food shopping?

Ed If we (3) ______________ (want) fruit and vegetables, we (4) ______________ (usually go) to the market.

Will And if we (5) ______________ (need) things that come in cans and bottles, we (6) ______________ (usually go) to the supermarket.

2 **Ed** What do you think you (1) ______________ (do) when you (2) ______________ (leave) school?

Sophie If I (3) ______________ (be) lucky, I (4) ______________ (get) a college place and study to become a doctor. What about you?

Ed If I (5) ______________ (can), I (6) ______________ (train) to become an engineer.

3 **Will** If you (1) ______________ (can travel) through time, (2) ______________ (you visit) the future or the past?

Ed If I (3) ______________ (can do) that, I (4) ______________ (probably go) back to see the world before human beings.

Sophie And if I (5) ______________ (can time travel), I (6) ______________ (may try) to see the future of the world.

2 UNIT VOCABULARY REVIEW

Complete the puzzle with 15 of these new words. Change the forms if necessary. Find and write three more words – number 16.

classroom	come on	comment	damage	driver	education	
equipment	fail	housework	however	instead	laboratory	
mark	offer	pay	relax	result	rubbish	situation
suggestion	tidy					

1 Luckily, Ed did not … the car badly when he crashed.

2 Ellie is working hard because she does not want to … her science test.

3 … …! We have to go quickly!

4 It was a bright, sunny morning. ..., it was still very cold.

5 Phil's teacher wrote just one … on his work: 'Very good!'

6 We're going to have the test on Monday, and then we're going to get our test … on Wednesday.

7 Could you make your bed and … up your room, please?

8 Jack's father always … him a little money when he cleans the windows.

9 It's raining, it's dark, and the car has broken down in the middle of nowhere. We're in a bad …!

10 When I … to carry old Mrs Green's heavy shopping bag upstairs, she was very pleased!

11 Our team's sports … is all very old. We need to buy lots of new things.

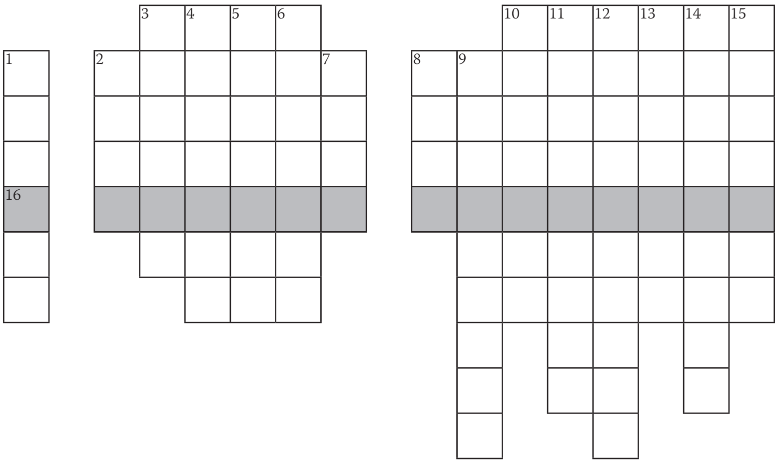
12 Our school is going to build a new science … .

13 We put the ordinary kitchen … in this bag, but bottles go in this green box. You see, the glass is used again to make new bottles.

14 There are 20 desks and 40 chairs in this … .

15 I'm tired of watching TV. I'm going to read a book … .

16 What ______________________________!



3 TO HELP YOU STUDY

A Collect vocabulary in pairs that often go together. Find the nouns that go with the verbs.

1 do	homework	krowhemo	______	krowhesou
2 get	______	a boj	______	dogo skarm
3 have	______	a stet	______	stafkaber
4 make	______	cluhn	______	a blate
5 spend	______	yonem	______	mite
6 win	______	a mage	______	a care

B Use the verb-noun pairs from A to complete the following. Change the forms if necessary.

1 A I'm hungry. Let's ______.
B No, it's already 11.30, so it's too late for that. I'm going to ______ instead.

2 A Ed's great at running. Did you hear that he ______ again last week?
B And he's very good at football. Last month, his team ______ because he scored all the goals. The result was 5–0!

3 A I'm not very good at maths, and we're ______ tomorrow. I'm worried!
B Oh, I'm sure you'll be fine, and you'll ______.

4 A Tom ______ a lot of ______ making things out of wood and metal.
B Yes, he's very good with his hands. He's ______ for the dining-room at the moment.

5 A Food is so expensive now! We seem to ______ more and more ______ at the supermarket every week!
B You're right. I think I'll have to ______ a job which pays more money!

6 A Do you help your parents ______ the ______ at home?
B Yes, I often help with jobs around the house, but first I always ______ my ______ for school.

9 MAD ABOUT SPORT

LESSONS 1&2

He said we might win.

1 VOCABULARY

A Write out the statements in full.

1  basketball	2  cycling	3  football	4  riding	5  running
6  sailing	7  swimming	8  table tennis	9  tennis	10  volleyball

1 Katie is very interested in 2, 4 and 9. But she does not like 5 or 7 very much.

____

____

2 Jack and Harry love 1, 3 and 10. However, they are not very interested in 6 or 8.

____

____

B Write about yourself in the same way.

____

____

2 GRAMMAR: reported statements 1

A Read Dara's short answers to a survey. Use them to complete the statements.

	Are you interested in it?	**Do you ever watch it on TV?**	**Do you ever go / play …?**
1 (go) cycling	*Quite.*	*Not very often.*	*Yes, sometimes, but not in races.*
2 (play) football	*Very.*	*Every week.*	*Often, but not as often as I would like!*

1 Dara said that he __________ quite interested in cycling, but that he __________ watch it on TV. He also said that he sometimes __________, but not in races.

2 He reported that he __________ football, and that he __________ __________ every week. He also reported that he __________ __________ , but not as often as he would like.

B Write the name of a sports activity that you like. Then add your comments.

	Are you interested in it?	**Do you ever watch it on TV?**	**Do you ever go / play …?**
I (go / play) __________	__________ __________	__________ __________	__________ __________

C **Use your comments to write statements about yourself.**

____

____

____

3 GRAMMAR: reported statements 2

A **Complete and practise the conversation.**

Sam, it's getting late. What are you and Joe doing?

When are you both going to come home for dinner?



I – run round the field and Joe – do exercises

– have to practise passing the ball first, so
– can't come home yet
– going to finish training at 5.30, so
– may be able to get home by 6.15

B **Write what Sam's mum says to his dad. Use past reporting forms.**

So what's happening? What are the boys doing?

And when are they both going to come home for dinner?



Sam said that he ________________,
and that Joe ________________.

Sam told me that they ________________
________________, so they
________________. And he said that
they ________________, so
they ________________.

C **Practise the conversation.**

4 GRAMMAR: reported requests and orders

A **Read.**

Well, get back as soon as possible, and don't waste any time. Oh, and could you get a carton of milk on your way home, please?



Well, what did Mum say this time?

She told us ________________
________________, and she told us not
________________.

Did she say anything else?

Yes, she asked us ________________
____
________________.

B **Practise the conversation.**

MAD ABOUT SPORT
Where was the game invented?

1 GRAMMAR: present and past simple passive

A Turn these active sentences into the passive. Leave out the words that are crossed out.

1 ~~Millions of people~~ play football all over the world today.
Football ______________________________

2 ~~Millions of people~~ see professional football on TV every week, too.
____

3 ~~TV~~ does not usually show amateur matches on the sports programmes.
____

4 ~~People~~ played different sorts of football in ancient times.
____

5 ~~People~~ did not invent the modern game until the 1840s.
____

6 After that, ~~football clubs~~ quickly accepted the new rules everywhere.
____

B Use your notes from A1 in your Student's Book, page 84. Write a paragraph about each sport. Write two sentences in each paragraph.

Football is a game which the ancient Chinese, __________, __________ and __________ all played, and it __________ over __________. The modern game __________ in __________, and the rules ______________________________.

Basketball ______________________________
____
____
____
____

2 VOCABULARY

A Find opposites in the text.

1 paragraph 1: the same __________
2 paragraph 2: ancient __________
3 paragraph 2: slowly __________
4 paragraph 3: shortly after __________
5 paragraph 4: bottom __________
6 paragraph 5: amateur __________
7 paragraph 7: younger/newer __________
8 paragraph 7: learn __________

B Use pairs of opposites from A to complete the sentences. Change the forms of words if necessary.

1 Many ________________ players make a lot of money from football, but ________________ players play just to enjoy the game.
2 People were playing different sorts of football ________________ the modern game was invented, but the new rules were accepted everywhere very ________________ they were agreed in1848.
3 As our coach Dave gets ________________, he cannot play as well as he used to, but he is great at helping ________________ members of the club.
4 Dave has ________________ many junior members, and he says that young Tom is ________________ faster than anyone that he has ever seen before.
5 United are at the ________________ of our league, so they will go up to a higher league next year. However, Rovers are at the ________________, so they will have to go down.
6 People play basketball in many ________________ places all over the world, but they all play by ________________ rules.

3 GRAMMAR: *by* + agent

Put the following into the passive. Keep the words in brackets only if they are necessary.

The Olympic Games, Ancient and Modern


The 2008 Olympic Games in Beijing

(People) started the Olympic Games in ancient Greece nearly 3,000 years ago. Every four years, (this great event at Olympia) attracted the strongest and the fastest. (The Romans) finally stopped the Games in the year 393.

(A man called Pierre de Coubertin) began our modern Olympics in 1896. As in ancient times, (we) hold the Olympics every four years. Today, however, (the people who plan the Olympics) do not use the same site each time. These days, (they) choose a different city from a different continent for each new Olympics. For example, (they) gave the 2012 Olympics to London. And before that, (Beijing) organised the great 2004 Games.

In ancient times, (they) accepted only Greeks at the Games, but today (we) invite the whole world to our modern Olympics. Again, (just a few thousand people) watched the ancient Games. Now, however, (hundreds of millions of people) see the modern Olympics, thanks to TV and modern communications.

The Olympic Games were started in ancient Greece nearly 3,000 years ago. Every four years, the strongest and the fastest were attracted by this great event at Olympia. The Games

9 LESSONS 5&6

MAD ABOUT SPORT
Reporting

1 WRITING SKILLS

A Write the following as a conversation. Add the correct punctuation – capital letters, commas, apostrophes, full stops, question marks, exclamation marks – and quotation marks.

hi carl annie said you look tired
yes carl answered weve just had our last training before the big match on saturday
was your coach very tough she asked
yes he replied at the start he said we were terrible and he was right he said we had to wake up fast
and did you annie wanted to know
yes carl told her we worked really hard
did he cheer up annie asked
well after a while carl replied our coach suddenly said we might win
oh good annie answered

B Look at Section D on page 83 of your Student's Book to check most of your punctuation. Listen to your teacher to check the quotation marks.

2 WRITING

Finish the coach's story. Complete paragraphs 2–4 with a–e in reported speech.







a *The other team are bigger and stronger than us, and they're going to win.*

b *If our team play really well, they may not lose too badly.*

c *Go out on the field again and play as hard as you can.*

d *Don't relax for a minute if you really want to win.*

e *Pass the ball down the field, if you really want to win.*

1 *Saturday 1st May was the day of the championship, and I remember it very well. I didn't hope for much at the beginning of the match, but in the end it was a great day for our team.*

2 *At the start of the game, I didn't expect our team to play very well. I said to myself that* ___

___

But then I thought that ___

___

3 *At half-time, I talked to the team, and I pushed them very hard. I asked them* ___

___ *And I also told them* ___

4 *At the end, the boys finally got the result that everyone wanted. I shouted at them* ___

___

And they did! They scored a beautiful goal, and they won the championship!

3 UNIT TASK

Write about an exciting game that you have played or watched.

A Underline useful 'story-telling' expressions in 2 WRITING like this:

Saturday 1st May was <u>the day of the championship</u>, and <u>I remember it very well</u>. I didn't hope for much <u>at the beginning of the match</u>, but <u>in the end</u> it was <u>a great day</u> for our team.

B Make notes of important facts such as dates, times and names of people and places. Note the main events, using the simple past.

C Write what people said and felt at different times. Use direct speech and avoid questions. In statements, use only the present simple, present continuous and *going to* for the future.

D Use your notes to write your story. Put what people said and felt into reported speech.

Language Focus

1 UNIT LANGUAGE REVIEW

A Complete the interview. Put the direct speech into reported speech.

1 *I think the other team look bigger than the Green Hill players, but I also think that Green Hill are a better team.*

2 *We're making stupid mistakes, and I have to lead the team better or we're going to lose the match.*



3 *We can still win the championship if we play harder and work together as a team.*

4 *Don't stop trying, and keep fighting until the end!*

Green Hill School Magazine **November 20..**

An interview with our star of the year: Annie Field

As everyone knows, we have won the London Schools Girls' Basketball Championship this year, and our star of the year is the team captain, Annie Field. We asked her about the great day, and this is what she told us.

Before the match, she thought that (1) ____

____

However, things did not go well, and Riverside High School started winning. We asked Annie what she was thinking, and she said she remembered feeling that (2) ____

____

With only ten minutes still to play, Green Hill School were still behind, but Annie told herself that (3) ____

____

In the last two minutes, they were just one point behind Riverside, and then Annie shouted and told everyone (4) ____

____

And the whole team did exactly that, Annie said. They scored in the last minute, and they won the championship!

B Change the spoken description into a written description in the passive. Add *by* + agent if necessary.

Hi! We're members of the school magazine team, and we'd like to tell you a little about it.

They started the magazine ten years ago, and in those days they produced it once a year. These days, our team of two teachers and five students produce the magazine three times a year.



Members of all the school clubs and teams write reports, and they email these to the team. We also always choose someone for our 'star interview'.

The whole team checks the text, and then our art teacher designs the pages on computer. Finally, we send everything for printing.

Start like this.

The magazine ____________ *ten years ago, and in those days it* ____________

____

____

____

____

____

____

____

____

2 UNIT VOCABULARY REVIEW

A Find and circle 20 of these new words in the box.

accept advice beginning broadcast busy champion championship
festival field form hold invent junior local meeting member
practise rule shout skill sort star tough train village

t	r	c	g	z	i	n	v	e	n	t	r	g	v	u	s	x	w	e	a
b	m	h	d	f	a	a	p	s	u	s	t	m	i	o	h	i	b	l	c
r	l	a	x	e	v	l	o	c	a	l	l	n	l	y	o	e	u	p	c
o	r	m	z	s	r	b	d	k	e	t	d	t	l	r	u	k	s	b	e
a	w	p	g	t	p	r	a	c	t	i	s	e	a	f	t	e	y	w	p
d	q	i	q	i	v	l	x	g	c	v	k	a	g	e	x	o	w	a	t
c	x	o	u	v	y	h	r	z	s	b	j	r	e	b	s	a	m	t	h
a	y	n	m	a	k	i	u	q	o	t	r	a	i	n	k	v	e	s	f
s	u	w	r	l	r	q	l	l	r	m	n	v	d	o	i	i	m	m	o
t	f	i	e	l	d	w	e	k	t	t	o	u	g	h	l	y	b	q	r
x	n	f	a	g	y	w	k	u	t	r	u	z	t	l	l	z	e	x	m
a	d	v	i	c	e	m	m	e	e	t	i	n	g	p	y	z	r	u	v

B Now use words from the box to complete the following. Change forms if necessary.

1 Lucy is only 17, but she's already the national ____________ at 1,000 metres.
2 Dara goes to the football club and ____________ kicking goals nearly every evening.
3 American football is a very different ____________ of football from the game that we play.
4 The modern game of basketball was ____________ in 1891.

3 TO HELP YOU STUDY

Complete the examples with synonyms from the box.

begin continue planet

1 Earth is the name that we often use for our *world*: it is the third ____________ from the sun.
2 A How long are we going to *keep on* working like this?
B We have to ____________ working until the job is done.
3 In some countries, school *starts* at 8.00 but in Britain it usually ____________ at 9.00.

REVISION
Goodbye

1 VOCABULARY

A Find synonyms of the following in the text on page 92 of your Student's Book.

1 almost ____________
2 hard ____________
3 ends ____________

B Match words in the box, all from Units 1–8, to synonyms 1–10.

as a result beautiful closer complete enormously get back however prepare produced quantity

1 amount ____________
2 because of this ____________
3 but ____________
4 finish ____________
5 get ready ____________
6 hugely ____________
7 lovely ____________
8 made ____________
9 nearer ____________
10 return ____________

C Add a verb to make a third verb-noun pair from the text on page 92 of your Student's Book.

make
lose → contact
____ in

D Use words from the boxes to make more verb-noun pairs from Units 1–9.

a fire a look an event some money your homework

1 do ____________
2 have ____________
3 hold ____________
4 light ____________
5 spend ____________

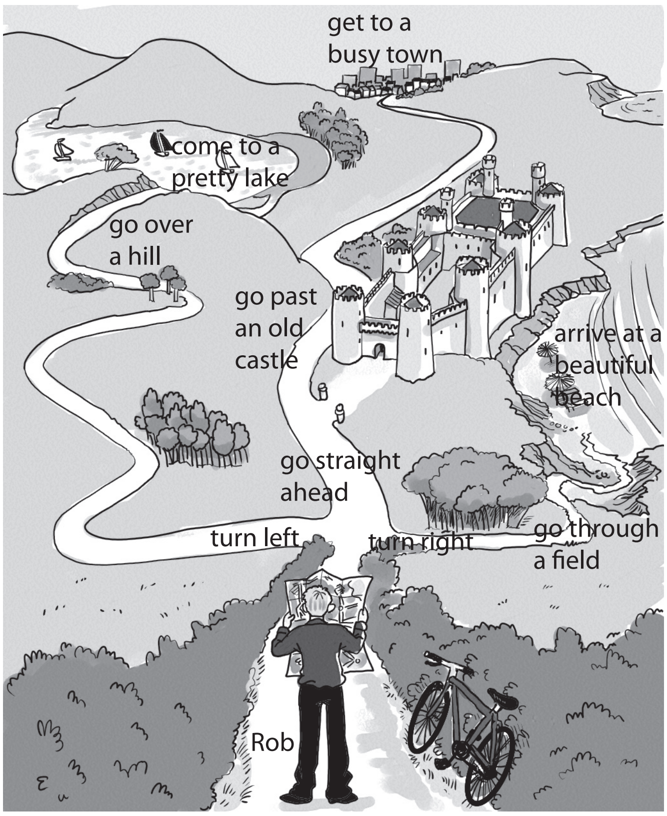
a mistake running school someone's life tennis

6 go ____________
7 leave ____________
8 make ____________
9 play ____________
10 save ____________

E Use pairs from A–D to complete. Change the forms of words when necessary.

1 Jimmy is sad that he ________ ________ at 16 and never finished his education.
2 'We're ________ lots of burgers for the party.'
'Great! How many have you ________ so far?'
3 I've ________ some ________ with this maths problem and the answer is wrong.
4 'When do we need to ________ the project?'
'We have to ________ everything today.'

2 GRAMMAR: first and second conditionals



A Make first conditional statements about Rob's choices.

1 If Rob ______ left, he ______ over a hill, and he ______ a pretty lake.

2 If he ______ straight ahead, ______

______

3 If ______

______

B Use the verbs in brackets to produce a second conditional statement to say what you might choose if you were Rob.

If I ______ (be) Rob, I ______ (may) choose the lake, or I ______ (may) choose the town, or I ______ (may) choose the beach.

C Read what people can do at each place. Then write which you would choose if you were Rob and why.

the lake – go sailing the town – go shopping the beach – go swimming

If I ______ (be) Rob, I ______ (choose) to go to ______ because I ______ (can) ______ there.

3 GRAMMAR: reported speech

Put the phone call into reported speech.

Mum You can go to the lake from where you are.

Rob I'm not going to the lake because it's too far. I'm going to ride to the beach instead because I'm hot and I can get there quickly to go swimming.

Mum Well, please be very careful in the sea because it may be dangerous.

Rob Don't worry, Mum! The sea's very safe.

Mum And call again later when you're on your way home.

Rob's mum said that he could ______

______

But he said that he ______

______

He told her that he ______

______

When she heard that, she asked ______

______

He told her ______, and he added that ______

Finally, she asked ______

______

4 GRAMMAR: passive

Put the following into the passive and write a DID YOU KNOW? section about the sea. Use *by* + agent when this is needed.

The sea covers over 70% of our planet. We find most forms of sea life in water that is less than 200 metres deep. However, people sometimes catch strange fish and other life forms thousands of metres down.

*In 1951, the British ship Challenger II discovered the deepest place on Earth, the Marianas Trench in the Pacific Ocean. Finally, in 1960, the French deep-sea *submarine Trieste reached the bottom of the Trench, 11,040 metres below sea level.*

* submarine: a ship that is built to go underwater

DID YOU KNOW?

Over 70% of our planet ______

______

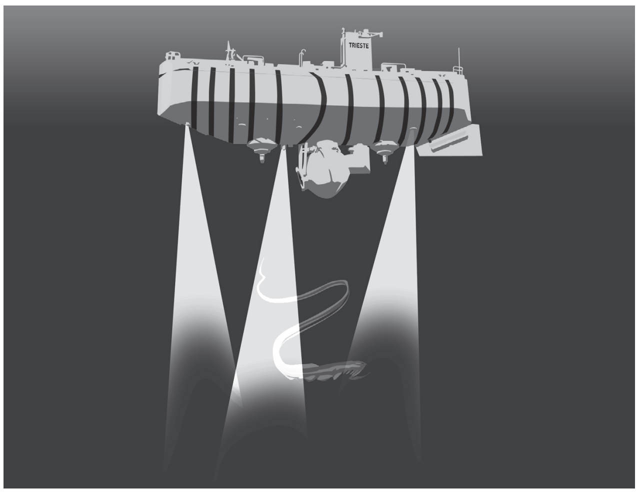
______

______

______

______

______



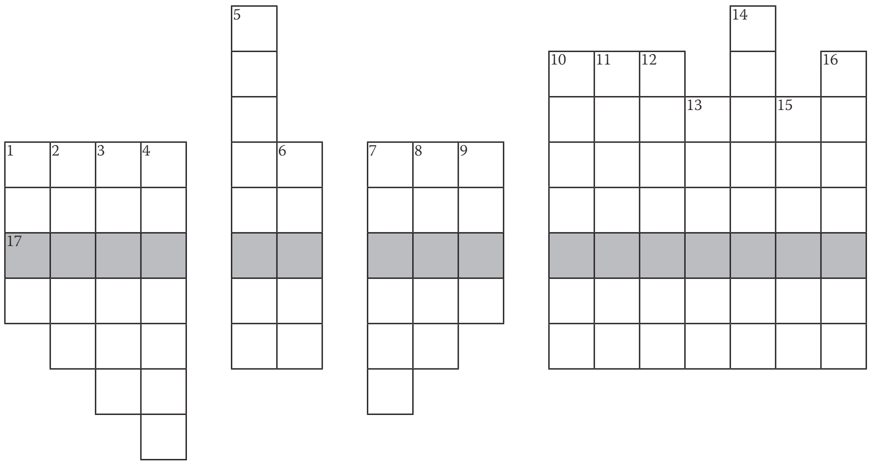
10 REVISION Vocabulary and skills

LESSONS 3&4

1 VOCABULARY REVIEW

Complete the puzzle with 16 of these words. Find and write four words to complete a sentence – number 17. Change forms if necessary.

accept	bay	bridge	coast	gate	instead	invent
junior	meeting	member	offer	probably	result	shout
skill	success	suggestion	take out	tidy up	tonight	



1 Always close the garden ..., or the dog will escape.

2 Riding a bike is a … that takes time for a child to learn.

3 Jack is the youngest … of our team.

4 The … will be open for everyone to come and talk about their ideas.

5 Alexander Graham Bell … the telephone in1875.

6 If you don't …, they won't be able to hear you.

7 We left home late. As a …, we nearly missed our flight.

8 New York is the largest city on the east … of the USA.

9 When we go swimming in the sea, we always choose between two different … which both have lovely beaches.

10 There's a good film on TV at 9.30 … .

11 After you finish washing the dishes, could you … … the rubbish, please?

12 You can't join the club's first team because you're too young, but you can certainly join the … .

13 We need a new … across the river. The old one isn't strong enough.

14 I'm not sure, but I think it's … going to rain, so take a coat with you.

15 I always have to make my bed and … … my room.

16 We've had a lot of … this year: so far, we've won every match.

17 It's ______________________________

2 LANGUAGE REVIEW

Complete the re-telling from Episode 9 of the Reader story. Choose from the items in brackets.

When Fogg woke up in New York on 12th December, he thought, 'If I don't find a ship quickly this morning, we (1) ________________ (don't get / won't get) to London by 21st December. So he went to the port and asked several ship's captains (2) ________________ (to take / take) him and the others to Britain.

One captain was ready to sail to Bordeaux in France, and Fogg said, 'If I (3) ________________ (pay / will pay) you a lot of money, (4) ________________ (do you sail / will you sail) to Liverpool instead of Bordeaux?' But the man said no. He was thinking, 'If I (5) ________________ (would sail / sailed) to Liverpool, I (6) ________________ (had / l would have) big problems with the people who are waiting for my ship in France.'

Fogg then offered the captain a lot of money for tickets to Bordeaux and so, a few hours later, he and the others were on their way to France. However, Fogg was soon telling the sailors that he (7) ________________ (wants / wanted) to go to Liverpool, and that he (8) ________________ (can pay / could pay) them a lot of money to help him.

Fogg's plan worked. The captain (9) ________________ (was locked / locked) in his cabin (10) ________________ (by / with) the men, and Fogg was the new captain.

(11) ________________ (However, / Because of this,) there was another problem. The ship was not carrying enough coal for the voyage to Liverpool. (12) ________________ (As a result, / However,) Fogg decided that he (13) ________________ (has to / had to) burn all the parts of the ship that (14) ________________ (are made / were made) of wood. He asked the captain (15) ________________ (to sell / that he sold) the ship for £12,000, and he explained what he (16) ________________ (is going to / was going to) do.

After that, all the wooden parts of the ship (17) ________________ (were taking / were taken), and they (18) ________________ (were burning / were burned). Enough wood (19) ________________ (was found / were found) to keep the engines working until they reached Queenstown in the south of Ireland. Fogg then told the others that they (20) ________________ (had / have) just enough time to catch the train to Dublin, and so they quickly left the ship.



Literary Reader: Around the World in Eighty Days – by Jules Verne

Episode 1: The journey begins

Key words

exactly /ɪɡˈzæktli/ *adv* کت ومت   servant /ˈsɜːvənt/ *n* خزمەتکار   knock /nɒk/ *v* لە دەرگا دەدات
acrobat /ˈækrəˌbæt/ *n* تەنافباز   circus /ˈsɜːkəs/ *n* سێرك   hat /hæt/ *n* کڵاو   rich /rɪtʃ/ *adj* دەوڵەمەند
the Bank of England /ðə ˌbæŋk əv ˈɪŋɡlənd/ *n* بانکی ئینگلتەرا   detective /dɪˈtektɪv/ *n* پۆلیسی نهێنی
all over /ˌɔːl ˈəʊvə/ *adv* هەموولایەك   robber /rɒbə/ *n* دز   pack /pæk/ *v* کەل و پەل دەپێچێتەوە

Note

The Reform Club /ðə ˌrɪˈfɔːm klʌb/ *n* یانەی ریفۆرم : London club where rich men met, talked and ate together
Bombay /ˌbɒmˈbeɪ/, Calcutta /ˌkælˈkʌtə/: old names for Mumbai /ˌmʌmˈbaɪ/ and Kolkata /ˌkɒlˈkætə/

A Make notes about Fogg and Passepartout.

	First name	Nationality	Age	Description
Fogg	________	________	____	________________
Passepartout	________	________	____	________________

B Note Passepartout's earlier jobs in France.

1) ______________ **2)** ______________

C Note Fogg's normal morning activities.

Time	Activity
__________	______________________
__________	______________________
__________	______________________
__________	______________________

D Note Fogg's normal activities at the club.

1) ______________ **2)** ______________

E Note Fogg's plans for the journey.

Leave at: ______________ on: ______________
Return by: ______________ on: ______________
Number of days away: ____
Money for the journey: ______________
Different kinds of transport: **1)** ______________ **2)** ______________

F Note city names on Fogg's travel schedule that you have also seen earlier in Unit 1.

1) ____________________ **2)** ____________________

G What unusual event happened on the morning of Wednesday, 2nd October?

____

H What unusual event happened later that day at the club?

____

____

I What unusual event happened in the evening that day?

____

____

Episode 2: The race to India

Key words

canal /kəˈnæl/ *n* تۆکەند crew /kruː/ *n* تاقم coal /kəʊl/ *n* خەڵوز the (British) Consulate /ðə (brɪtɪʃ) ˈkɒnsjʊlət/ *n* کۆنسوڵخانەی بەریتانی master /ˈmɑːstə/ *n* سەرگەورە arrest /əˈrest/ *v* دەستگیردەکات colony /ˈkɒləni/ *n* ژێردەستە immediately /ɪˈmiːdiətli/ *adv* دەستبەجێ become /bɪˈkʌm/ *v* دەبێت بە passenger /ˈpæsɪndʒə/ *n* ڕێبوار ocean /ˈəʊʃn/ *n* زەریا amount /əˈmaʊnt/ *n* هەند، بڕ temple /ˈtempl/ *n* پەرستگا priest /priːst/ *n* قەشە attack /əˈtæk/ *v* هێرش دەکات shocked /ʃɒkt/ *adv* راتەکیو (پشێو) carriage /ˈkærɪdʒ/ *n* گالیسکە (عەرەبانە) change your mind /ˌtʃeɪndʒ jɔː ˈmaɪnd/ *v* رای خۆت بگۆڕە

A Decide who said or thought what. And decide where.

a 'And after I finish shopping, I want to see everything possible. I may never have the chance to come here again.' *Passepartout*

b 'I would like tickets for my servant and myself to Bombay.' ____________________

c 'This is my lucky day because that man looks just like the bank robber. But where's he going? I must follow him!' ____________________

d 'You can't come in here like that. Get those shoes off your feet! Now!' ____________________

e 'Oh, hello! What a surprise! We spoke in Suez two days ago, didn't we? I never expected to see you again like this, so let's go and have a cup of tea together.' ____________________

f 'Here's some money to buy us some cooler clothes for the next part of our journey. But make sure you're at the station by 7.45 this evening.' ____________________

g 'Well, I don't know much about him, but I can tell you that we're travelling round the world, and he's carrying £20,000 to pay for everything.' ____________________

h 'Now, they say it's ten days from here to there. But I need to get there fast, so I'll give you £100 for every day that you can cut our journey time.' ____________________

B Make statements about a–h in the correct order.

1 *Phileas Fogg said b in Italy.*
2 ______________________________
3 ______________________________
4 ______________________________
5 ______________________________

6 ______________________________
7 ______________________________
8 ______________________________

Episode 3: Across dangerous India

Key words

wild /waɪld/ *adj* کێوی army /ˈɑːmi/ *n* سوپا calmly /kɑːmli/ *adv* بەهێمنی conductor /kənˈdʌktə/ *n* باجگر
mile /maɪl/ *n* میل prince /prɪns/ *n* شازادە، میر husband /ˈhʌzbənd/ *n* مێرد pile /paɪl/ *n* کۆمەڵێك
offer /ˈɒfə/ *v* پێشکەش دەکات on time /ˌɒn ˈtaɪm/ *adv* بەبێ دواکەوتن

Add the correct thing or person from the story.

1 ______________: This was the man who spoke to Fogg on the train.
2 ______________: This was the person who explained the problem with the railway line.
3 ______________: This was the city that they had to reach to get on a train again.
4 ______________: This was the distance that they had to travel to get there.
5 ______________: This was the type of transport that they used.
6 ______________: This was the amount that Fogg paid for it.
7 ______________: This was the person who took them through the dangerous forests.
8 ______________: This was the woman who Fogg and the others wanted to rescue.
9 ______________: This was the person who dressed as the dead prince and then saved the woman.
10 ______________: This was the city on the other side of India that they reached on 25th October.

Episode 4: From India to Singapore

Key words

prison /ˈprɪzn/ *n* زیندان building /ˈbɪldɪŋ/ *n* بینا realise /ˈrɪəˌlaɪz/ *v* دەزانێت court-room /ˈkɔːtˌruːm/ *n* هۆڵی دادگا
judge /dʒʌdʒ/ *n* دادوەر guilty /ˈgɪlti/ *adv* تاوانبار religion /rɪˈlɪdʒ(ə)n/ *n* ئاین silence /ˈsaɪləns/ *n* بێ دەنگی
bail /beɪl/ *n* کەفالەت،بارمتە port /pɔːt/ *n* بەندەر voyage /ˈvɔɪɪdʒ/ *n* گەشت relax /rɪˈlæks/ *v* پشوودەدات
bay /beɪ/ *n* کەنداو strait /streɪt/ *n* دەربەند mango /ˈmæŋgəʊ/ *n* مانگۆ (جۆرێکە لە میوە)
horse and carriage /ˌhɔːs ənd ˈkærɪdʒ/ *n* ئەسپ و عەرەبانە

Make corrections. (There are always two or more mistakes.)

1 A policeman stopped Fogg, Passepartout and Aouda as ~~he was~~ getting ~~on~~ the train ~~to~~ Calcutta.
they were *off* *in*

2 As they were waiting outside the strange building, Aouda realised that it was a court-room.
____

3 In the court-room, there were some judges and a lot of people.
____

4 Fogg stood up and angrily said, ‘How many days must we stay?’
____

5 The *Rangoon* was soon arriving in Calcutta from Hong Kong.
____

6 On the ship, Fix wanted to ask Passepartout about the elephant which was travelling with them.

____

7 The *Rangoon* arrived at Singapore island a day late on 30th October.

____

Episode 5: From Singapore to Hong Kong

Key words

island /ˈaɪlənd/ *n* دوورگه coast /kəʊst/ *n* کەناری دەریا in time /ˌɪn ˈtaɪm/ لەکاتی دیاریکراودا
rough /rʌf/ *adj* شەپۆلدار storm /stɔːm/ *n* زریان repair /rɪˈpeə/ *v* چاك دەکاتەوە rush /rʌʃ/ *v* پەلە دەکات
cabin /ˈkæbɪn/ *n* کابینە

A Note the changes to the plans and schedules.

1 The journey from Singapore to Hong Kong – ~~6 days~~: ____________
2 The *Rangoon*'s arrival in Hong Kong – ~~5th November~~: ____________
3 Fogg's plan to take Aouda to her uncle in ~~Hong Kong~~: ____________
4 The *Carnatic*'s schedule to leave Hong Kong – ~~5th November~~:
1st change: ____________ at ____________
2nd change: ____________ in ____________
5 Fogg's plan to take a small boat to ~~Yokohama~~: ____________

B Answer the questions.

1 What was the weather like on the way to Hong Kong?

____

2 What happened because of this?

____

3 Why was the ship to Yokohama still there?

____

4 What was Passepartout surprised to find out when he went to the port?

____

____

5 Why did Fix want to stop Passepartout from telling Fogg about this?

____

____

6 Next morning, what did Fogg do when he found that the *Carnatic* was gone?

____

____

7 Why was it a good idea to sail the small boat to Shanghai and join the *Carnatic* there?

____

____

Episode 6: Adventures in Japan

Key words

adventure /ədˈventʃə/ *n* سەرکێشی clown /klaʊn/ *n* گاڵتەچی theatre /ˈθɪətə/ *n* شانۆ
still (= not moving) /stɪl/ *v* وەستاو no longer /ˌnəʊ ˈlɒŋgə/ *adv* چی ترنا secret /ˈsiːkrət/ *n* نهێنی

A Make notes about the journey.

13th Nov: *Passepartout arrived* ______
14th Nov: *Fogg, Aouda and Fix* ______
Passepartout ______
Fogg and Aouda ______
Fogg, Aouda and Passepartout ______
The General Grant ______
22nd Nov: *Fogg worked out that* ______
3rd Dec: *They* ______

B Make corrections. (There are always two or more mistakes.)

1 Passepartout arrived in Japan with only a little money and only the clothes in his bag.

______

______

2 During Passepartout's second circus show, he climbed up and he stood very still on top of the other acrobats.

______

______

3 Fix was able to arrest Fogg in San Francisco because America was a British colony.

______

______

Episode 7: To 'the Wild West'

Key words

onto /ˈɒntə/ *prep* بەرەو (Sioux) Indian /(sjuː) ˈɪndiən/ *n* هیندی gun /gʌn/ *n* دەمانچە politely /pəˈlaɪtli/ بەڕێزەوە state /steɪt/ *n* ویلایەت، وڵات driver /ˈdraɪvə/ *n* شوفێر out of control /ˌaʊt əv kənˈtrəʊl/ *adv* لەدەست دەرچووە shoot /ʃuːt/ *v* دەتەقێنێت ، دەهاوێت broken /brəʊkən/ *adj* شکاو fort (Fort Kearney) /fɔːt (fɔːt kɪə(r)ni)/ *n* ئۆردوگا bar /bɑː/ *n* شیش on its own /ˌɒn ɪts ˈəʊn/ *phr* لەخۆیەوە disappear /ˌdɪsəˈpɪə/ *v* دیارنامێنێت

Notes

the Wild West /ðə ˌwaɪld ˈwest/ *phr*: old name for the west of the USA, where there were not many people but a lot of fighting and killing
Californian /ˌkælɪˈfɔːniən/ خەڵکی کالیفۆرنیا : *adj* of California, large state on the USA's Pacific cost
Utah /ˈjuːtɑː/ ئوتاه (ناوی شوێنێکە) , Wyoming /ˈwaɪəmɪŋ/ وەیۆمین (ناوی شوێنێکە) , Nebraska /nəˈbrɑːskə/ نێبریسکا (ناوی شوێنێکە) : states in the centre of the USA, towards the north

A Match sentence parts 1–6 and a–f to start a summary.

1 *d* ______ Fogg, Aouda and Passepartout left the *General Grant*, …
2 ______ Later, Passepartout went to buy some guns …

3 ______ While Fogg and Aouda were looking round San Francisco, …
4 ______ Later, they and Passepartout went together to the station …
5 ______ A large group of Sioux Indians attacked the train …
6 ______ When the attack began, …

a … to catch the evening train to New York.
b … Fix suddenly appeared and joined them.
c … the passengers started using their guns to fight back.
d … and they went to a hotel for breakfast.
e … while it was travelling across Nebraska.
f … because they might have to fight the Sioux Indians.

B Match sentence parts 7–12 and g–l to complete the summary.

7 ______ Two miles ahead, there were soldiers at Fort Kearney …
8 ______ But they could not stop at the Fort…
9 ______ Then Passepartout climbed to the engine at the front of the train …
10 ______ When he pulled a metal bar in the engine, …
11 ______ The attack soon ended …
12 ______ However, brave Passepartout was gone, …

g … when the soldiers came.
h … the carriages came away and started to slow down.
i … who could help the passengers and end the attack.
j … to try to save everyone.
k … and so Fogg decided that he must find him, dead or alive.
l … because the train was out of control and going too fast.

C Work with a partner. Take turns to read out the whole summary, sentence by sentence.

Episode 8: From Fort Kearney to New York Harbour

Key words

prisoner /ˈprɪzənə/ *n* زیندانی midday /ˌmɪdˈdeɪ/ *n* نیوەڕۆ snow /snəʊ/ *n* بەفر upset /ʌpˈset/ *adj* دڵ تەنگ
(someone's) fault /(ˌsʌmwʌnz) ˈfɒlt/ *n* هەڵە (ی کەسێك) sledge /sledʒ/ *n* بەفرماڵ
miles per hour /ˌmaɪlz pɜː ˈaʊə/ *phr* میل لە کاتژمێرێکدا wolf/wolves /wʊlf/wʊlvz/ *n* گورگ / گورگەکان
disappointed /ˌdɪsəˈpɔɪntɪd/ *adj* نائومێد

Notes

New York /ˌnjuː ˈjɔːk/: city in north-east USA – the country's largest (about 20 million)
Broadway /ˈbrɔːdwei/: important area in New York with many theatres

Answer the groups of questions with one sentence.

1 At what time did Fogg go, where did he go, who with, and to do what?
At midday, Fogg went south with 30 soldiers to rescue Passepartout.

2 What was the engine driver well enough to do a few hours later, what did the passengers do, and what did the train do then?

____

____

3 Where did Aouda stay, what with, and for how long?

____

____

4 How far did Fogg and the others travel across the snow, on what, and how fast?

____

____

5 Where did they get to next day, what did they do there, and what were doing soon after that?

____

____

6 When the travellers got to New York, where was their ship already, so how did they feel, and what did they decide to do?

____

____

____

Episode 9: Back to Britain

Key words

wake up /ˌweɪk ˈʌp/ *v* لەخەو هەڵ دەستێت   sailor /ˈseɪlə/ *n* دەریاوان   lock /lɒk/ *v* قفڵ دەکات
at last /ˌət ˈlɑːst/ *adv phr* لە کۆتایدا

Notes

the River Hudson /ðə ˌrɪvə ˈhʌdsən/: large river that passes through New York to the sea
Bordeaux /ˌbɔːˈdəʊ/: important city on the south-west coast of France
Dublin /ˈdʌblɪn/: capital of Ireland, on the east coast
the Irish Sea /ðə ˌaɪrɪʃ ˈsiː/: sea between Ireland to the west and England and Wales to the east
Queenstown /ˈkwiːnz ˌtaʊn/: old name for Cobh /kɒb/, a port on the south coast of Ireland

Complete Phileas Fogg's diary and notes.

12th December

7 a.m.	Woke up.
	Time still left to get back to the Reform Club:
	(1) ______________
9 a.m.	Left (2) ______________ on the ______________
Later	Started (3) ______________
During the	Bought (4) ______________ for ______________
voyage	Burned (5) ______________ to keep ______________

21st (6) ______________

1 a.m.	Arrived at (7) ______________ in ______________
1.30 a.m.	Jumped on (8) ______________ to ______________
Early morning	Caught (9) ______________
11.40 a.m.	Reached (10) ______________
	Was arrested by (11) ______________
2.30 p.m.	Fix said that I (12) ______________
	But the train journey time to London was (13) ______________ And the time that I had before the meeting at the Reform Club was just (14) ______________ ______________

Episode 10: A happy ending

Key words

traveller /ˈtræv(ə)lə/ *n* گەشتیار husband /ˈhʌzbənd/ *n* مێرد amazement /əˈmeɪzmənt/ *n* سەرسوڕمان
second /ˈsekənd/ *n* دووەم happiness /ˈhæpinəs/ *n* دڵخۆشی worth /wɜːθ/ *adj* شایستە (دەهێنی)

Note

Christian weddings are never on Sundays. They are usually on Saturday or another day of the week.

Because they travelled east, they crossed the International Date Line in the Pacific Ocean and went back one day.

A Match sentence parts 1–6 and a–f to start a summary.

1 ______ When Fogg and the others left the prison, …
2 ______ Their train went as fast as possible, …
3 ______ That night, the tired travellers went sadly to Fogg's house, …
4 ______ Early in the evening, he finally called Aouda and said to her, …
5 ______ Aouda said that he still had his family and friends, …
6 ______ She then offered to be both family and friend to him, …

a … but he replied that he had no family or friends.
b … and next day, Fogg stayed alone in his room for many hours.
c … they went straight to the station.
d … and she asked him to marry her.
e … 'If I were rich, I could help you, but now I am poor.'
f … but they still arrived in London too late.

B Match sentence parts 7–12 and g–l to complete the summary.

7 ______ He thought for a moment, and then he said, very simply, …
8 ______ Passepartout was then sent to prepare the wedding …
9 ______ However, the younger man soon returned to tell the others …
10 ______ Fogg then quickly understood that they had an extra day …
11 ______ As a result, he was able to go quickly and get to the Club …
12 ______ Two days later, he also had something much better – …

g … because of their journey east across the International Date Line.
h … a beautiful wife and the greatest happiness of his life.
i … that they could not be married the next day as it was Sunday.
j … a few seconds before 8.45 – just in time to win the £20,000.
k … for next day, Monday 23rd December.
l … that he loved her and that he was completely hers.

C Work with a partner. Take turns to read out the whole summary, sentence by sentence.

Macmillan Education

Between Towns Road, Oxford OX4 3PP

A division of Macmillan Publishers Limited

Companies and representatives throughout the world

ISBN 978-0-2307-2753-3

First published 2009

Designed by Holbrook Design
Typeset by Zed
Illustrated by Jean de Lemos pp. 2, 10, 15, 18, 44, 52, 56, 57, 63, 66; Martin Sanders pp. 12, 14, 32, 43, 45, 49, 60, 69; Sue Woollatt pp. 2, 3, 6, 11, 13, 14, 26, 32, 33, 34, 38, 40, 41, 46, 51, 54, 57, 61, 64, 68, 71
Cover design by Linda Reed and associates
Cover illustration/photo by Lisa Payne

Content Supervision: Nasreen Anwar Rashid, English Language Development and Evaluation Committee. Technical Supervision: Lutffi Sidik Mohammad, Araz Najmaldeen Abdullah, Mahdi Abass Qadir, Sabah Said, Othman Pirdawd. Kurdish Pages Translation: Shaswar Kamal Mahmoud. Kurdish Pages Revision: Sadiq Ahmad Othman.

The authors and publishers would like to thank the following for permission to reproduce the following copyright material: Abingdon Press for the poem "Thanksgiving" from *Cherry Stones! Garden Swings!* by Ivy O Eastwick copyright © 1962, Abingdon Press. Used by permission. All rights reserved.

Printed and bound in Egypt by Sahara

2013 2012 2011 2010 2009

10 9 8 7 6 5 4 3 2 1